

Europeanness and The Erasmus Exchange

A study about the influence of the Erasmus exchange on someone's connectedness to Europe



Erasmus+

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Abstract

This thesis focusses on the aim of the European Commission, to create a "Europe of citizens" through the Erasmus programme (European Union, 2012: 5). Previous research generally concludes that this goal is obtained indeed. For example, Kuhn (2012) concluded that transnational activities have a strongly positive effect on both European self-categorization and connectedness to Europe. Whether this goal is achieved amongst students of Utrecht University is examined in this study by using the following research question: *Do students of Utrecht University who have taken part in the Erasmus programme feel more connected to Europe than students who have not yet taken part in the programme, and if so, what confirms this in particular?* A survey has been used to compare the feelings of connectedness to Europe amongst Erasmus prospects and Erasmus alumni.

The outcomes show that Erasmus alumni of Utrecht University do feel more connected to Europe than Erasmus prospects of Utrecht University, which is in agreement with the conclusions of most previous studies and indicates that the aim of the European Commission is achieved. This appears particularly from the fact that Erasmus alumni express a greater probability to live abroad in the future, the given that Erasmus alumni say to feel significantly more European, the fact that a greater number of Erasmus alumni would vote in the European Parliamentary elections and the fact that they see the EU as a more profitable organization than Erasmus prospects.

1 Introduction

1.1 Motivation

The Erasmus programme is initiated by the European Union and gives students the possibility to study at another European university or to do an internship in another European country for a temporary period of time. The programme gives students a financial compensation that will be turned into a complete grant if the student obtains a minimum number of ECTS during their stay abroad. Since the foundation of the programme in 1987, more than four million students have taken part. The network of the Erasmus programme consists of 1.500 higher educational institutions, distributed all over Europe (Erasmus+ Key figures, 2014).

The European Union hopes to create a "Europe of citizens" through the Erasmus programme (European Union, 2012: 5). By getting in touch with other cultures, the European Union hopes to make students aware of the similarities between these different cultures, which will hopefully lead to an increased identification with Europe. Of course, a certain level of European solidarity is very desirable for the existence and survival of the European Union, since a certain unity of Europe is necessary for the existence of the European Union. The question is though, whether we can speak of Europe as a single unity? The European Commission has drawn up several goals in relation to the Erasmus programme: they hope to reduce unemployment, particularly amongst young people, aim for more collaboration and innovation and they hope to reduce dropout rates in higher education. Furthermore, the Erasmus programme should encourage students to take part in the European democracy and promote collaboration and mobility between the different partners of the European Union ("The aim of Erasmus+", 2014). These last two goals will be the main focus of this thesis. In order to achieve these goals, the Erasmus programme should assure that the Erasmus student feels more committed to Europe. Does the Erasmus programme indeed have this desired effect?

1.2 Theoretical framework

In order to create a better understanding of the possible effects of the Erasmus programme and the possibility of more commitment to Europe I will discuss previous research on the subject in the following paragraph.

When talking about a European identity, one may quickly place this versus a national or regional identity. However, according to Stråth (2002), these identities are overlapping. He

believes that Europe is an active element of different kinds of identification, but at the same time, we can separate Europe from other identifications. "Europe is both We and the Other" (p. 390).

A possible threat to European identity, according to Tibi (2013), is the increasing number of Muslim migrants in Europe. To maintain a European identity in the future, "Europeanizing Islam or the Islamization of Europe" (p. 55) is necessary.

This is in agreement with the ideas of Karl Deutsch. He argued that more contact between different European nationalities will have a positive contribution to identification with Europe. According to Deutsch, this would also lead to a reduced chance of a war outbreak within Europe (Deutsch et al., 1957). This relatively old thought of Deutsch is applied by Theresa Kuhn in the present time. She formed the following hypothesis: "the more transnational an individual, the less she or he is prone to be eurosceptical" (Kuhn, 2011, p. 811). In later research, she concluded that transnational activities indeed have a strongly positive effect on both European self-categorization and connectedness to Europe (Kuhn, 2012). From this theory, we can gather that people who have migrated within Europe are less vulnerable for skepticism concerning Europe than people who have not migrated.

Other research papers show similar results. It concludes that migrants within the EU feel much more European than the rest of the population (OBETS, 2006). The longer the stay abroad, the stronger the identification with Europe. Roeder (2011) argues that migrants' positive attitude towards the EU arises from simply having gained more from the EU in the past and gaining more from it in the future than people who stay in one and the same country. However, research proves that another factor which could influence migrants' attitude towards Europe in a negative manner is the extent of connectedness with their native country. The stronger someone feels connected to their native country, the more negative someone's feelings of identification with Europe (Kuhn, 2012). Consequently, it is a challenge to feel a sense of belonging in the host country and at the same time stay connected with your home country.

Gomes and Tran (2017) discuss this issue of establishing a home away from home. Students use media and communication platforms to design *translocal spaces* for themselves. However, they also see that disconnecting themselves from their contacts in their home countries, helps them to integrate with the host community. Furthermore, Gomes and Tran found that students also use this disconnecting in order to self-reflect and to improve their intercultural competences. What should be taken into account is that most respondents in this research have a desire for further transnational mobility, while this is not the case for all students that take part in the Erasmus programme. Also, the students in the research of Gomes and Tran are mostly non-European.

Mol (2013) discusses a factor that has not been looked at thoroughly in previous research. Although student mobility causes a shift from merely political identification towards a more

personal and social identification with Europe, "The development of a European identity through student mobility is not self-evident for all European countries" (p. 219). Influencing factors are the historical presence of a country in the EU and the geographical closeness to Europe. For example, Norwegian students did indicate to feel connected to Scandinavia, but to a much smaller extent to Europe. The Netherlands are located more towards the geographical center of Europe, which may cause greater feelings of connectedness towards Europe than the Norwegians experience. Mol also found that strong presence of Europe in the everyday life of the students, for example, visible structural EU investments, leads to a higher degree of identification.

What cannot be overlooked, concerning this matter, is the difference between Europe and the European Union. Cram (2012) discusses that when one says to feel European, this does not directly implicate that they support the EU. It is mostly the identification that one has with the EU that can predict someone's connectedness with Europe, according to her research.

A topic that has not been discussed yet is what is already known concerning the possible effects of the Erasmus programme on someone's connectedness to Europe. We will see that these effects appear to be limited. Sigalas (2010a) concludes that interaction between Erasmus students and people from the host country is very limited. Later he concluded that Erasmus students experience the qualitatively best communication when communicating with people from the same nationality, during their stay abroad (Sigalas, 2010b). Another limiting factor is found in both the research of Kuhn (2012) and Sigalas (2010): students who want to take part in the Erasmus programme are already supporters of the EU before their official participation, which makes that this experience will not contribute much to their identification with Europe.

This also appears from research of Russel King (2003). He showed that the number of Erasmus students that is willing to migrate within the EU is relatively high in comparison with students who have not been on exchange. However, the same research concluded that students who are soon going on exchange are more often willing to migrate than students who have already been on exchange.

Research of the European Commission on the impact of the Erasmus programme (2014) showed that certain skills, like being curious and open to new challenges, solving problems and making decisions, being self-confident and being tolerant towards the personal interests and behavior of others, were improved after taking part in the Erasmus programme. These are skills that 92 percent of the employers is looking for in an employee. Furthermore, this research showed that students who have taken part in the Erasmus programme have twice a smaller chance on a longer period of unemployment than students who have not taken part. Also, the unemployment percentage amongst Erasmus students is 23 percent lower than amongst students who have not been on exchange. The European Commission also found that forty percent of the graduate

Erasmus students lives abroad. This is 23 percent amongst students who have not taken part in the programme.

Furthermore, their research showed that 35 percent indicates not to have sufficient knowledge of the language in which is taught abroad and indicates this being a reason for not taking part in the Erasmus programme (European Commission, 2014, p. 75). Another interesting finding in this research concerning language is that when the language of tuition was English, both the command of the language and the academic knowledge improved and when the student learned the local language, there was also a greater degree of integration in the host country.

In the research of the European Commission (2014), there is also shortly asked to what extent the Erasmus students and non-Erasmus students feel connected to their home country, their hometown, and Europe. The results showed that more than eighty percent of the Erasmus students feels strongly connected to Europe. This is seventy percent amongst the non-Erasmus students. Also, the research showed that 83 percent of the students who have taken part in the Erasmus programme felt more European after their exchange than before.

The European Commission reported on the opinion about the European Union in the member states and candidate states in 2015 (European Commission, 2015). In this report, as well as in the previously discussed research (European Commission, 2014), European citizens are asked to what extent one feels like a citizen of the European Union. 67 percent said to feel like a citizen of the European Union and 31 percent reported they did not. Seventy percent of the Dutch respondents answered positively. Also, the rapport showed that the younger the respondent, the more likely the answer to this question being positive. Furthermore, people who say to belong to the higher class of society turned out to answer more positively than people who self-identify with the lower class of society.

Another question posed in the rapport is whether the member states of the European Union are closely connected or whether they have a distant attitude towards each other. 57 percent of the Dutch respondents said that the member states are closely connected and 42 percent thinks the member states have a distant attitude towards each other.

This rapport presents an extensive analysis on the degree to which inhabitants of the member states feel connected to the European Union, but it does not establish a link with the Erasmus programme. This link I intend to establish in this thesis. I would like to examine whether the Erasmus programme creates stronger feelings of connectedness towards Europe.

1.3 Research question

The goal of the European Union to create more connectedness to Europe amongst students seems to be achieved according to some outcomes of the rapport of the European Commission (2014). For example, former Erasmus students are more likely to decide to live abroad and have a partner with a different nationality. Furthermore, the European Commission concluded that 83 percent of former Erasmus students feels more European after their exchange.

I will examine whether the claim of the European Commission, that students feel more connected to Europe after participation in the Erasmus programme, is also valid for students attending Utrecht University. I chose to focus on this group, since it is an accessible group for me as a student of Utrecht University and because the size of this thesis does not allow me to analyze a greater population. Also, this group could provide an accurate picture of the feelings of connectedness to Europe amongst all Erasmus prospects and Erasmus alumni of universities in The Netherlands. Consequently, this study may contribute to a comparative research in which can be examined whether students from certain home countries have stronger feelings of connectedness towards Europe after participation than students from other home countries.

The following research question has been formulated in order to provide an answer to this issue:

Do students of Utrecht University who have taken part in the Erasmus programme feel more connected to Europe than students who have not yet taken part in the programme, and if so, what confirms this in particular?

2 Method

To answer the main research question, quantitative research is preferred. This will enable us to analyze the data in SPSS and take a look at significant outcomes and possible correlations. Therefore, I asked students of Utrecht University to fill in a survey. My main reason to choose for this research method is that it enabled me to obtain a large amount of data in a relatively short time. The reliability would have been higher if the same students were used to analyze their feelings of connectedness to Europe before departure and after departure. However, due to the lack of time for this thesis, this was not possible. Another advantage of this method is the breadth of coverage of many people, which can provide us with a representative sample of the population in question. Also, the data are based on real-world observations. However, a disadvantage that may be encountered when using surveys, is the fact that the data may not be very detailed and profound. Even so, this will not cause any difficulties in this study, since a great number of short answers is needed instead of a smaller number of detailed data. Furthermore, being assured of a high response rate can be quite difficult to control when using surveys (Brown, Clark, Kelley, & Sitzia, 2003). This was an issue that I did encounter, I will explain in this chapter. Also, I will clarify how I executed this survey and subsequently came to my results.

2.1 Respondents

In my research, I distinguished two different groups of (ex-)students of Utrecht University. The first group consists of students who have been on Erasmus in the past and the second group consists of students who are about to go on Erasmus. For both groups, I designed a different survey. 51 students who are about to go on Erasmus filled in the survey and 124 students who already went on Erasmus filled in the survey.

18.9 percent of the respondents is male, 79.4 percent is female and 1.7 percent said to identify neither as male nor female. This seems to be out of balance, but it represents the male-female ratio of the research group quite well. First of all, Utrecht University has a female majority. Secondly, 67 percent of the Erasmus students in 2014 were female (European Commission, 2014, p. 33). The average age of the respondents is 21.9. The average age amongst students who are about to go on Erasmus is 21.4 and this average is 22.4 amongst students who have already been on Erasmus. In Table 1 (see Annex 1), the distribution of the respondents' Erasmus destinations are shown.

Students who have already been on Erasmus were asked for how long they have been abroad. The results show that 92.7 percent has been on Erasmus for half a year or less. 7.3 percent

has been abroad for a period between half a year and an entire year. This ratio makes that it will not be of any use to take this factor into account, since a representative comparison cannot be made. Another question that is only asked to students who have already been on Erasmus is how long ago they have been on exchange. 71.0 percent has been on Erasmus less than a year ago, 27.4 percent one to two years ago, and 1.6 percent three to four years ago.

2.2 Method of data collection

For the construction of the surveys, I based the questions on some main variables that were necessary to operationalize in order to answer the main research question. I will now briefly discuss these variables.

The first questions served as *control variables* for this study. Students were asked to fill in their age, gender, duration of their stay abroad and their host country. These data are already discussed above, under the heading 'respondents'.

In order to get an idea of the students' *focus on Europe* before and after participation in the Erasmus programme, they had to answer several questions about this. These questions addressed for example: their wish to live in another European country in the future and the number of connections they have in other European countries. This is an important factor to take into account, because it can show whether their focus on Europe has grown after participation or whether their focus on Europe was already high before participation, which would correspond with the outcomes of research of Kuhn (2012), Sigalas (2010) and King (2003). Consequently, this will make us able to see whether a great focus on Europe is, at least partially, caused by the Erasmus programme or whether there is no great difference between Erasmus prospects and Erasmus alumni concerning this matter.

Another variable that covered some questions is students' *attitude towards the European Union*. Is this attitude more positive amongst students who have already been on Erasmus, is it already positive before students take part in the Erasmus programme or is this attitude mostly negative, even amongst students who are going- or already took part in the programme? As discussed above, the rapport of European Commission showed that the Dutch are relatively more positive about the EU and, also, younger people tend to feel more positive about the EU. These could be possible causes for a positive attitude towards the EU in this study as well. Research of Mol (2013) also tends to let us believe that the Dutch may have a relatively more positive attitude towards the EU. This study will show whether participation in the Erasmus programme will intensify this positive attitude. Regarding this matter, students are asked about their political involvement and the benefits of living in the EU.

A variable that must be discussed, because it might have an important influence on students' beliefs towards foreign countries, is their *attitude towards the English language*. If one does not feel comfortable- or simply does not like talking in English, this might diminish someone's orientation on Europe and it could stand in the way of obtaining a positive attitude towards foreign countries and foreigners. This appears from the rapport of the European Commission (2014), in which is concluded that 35 percent of the students does not take part in the programme because their command of the language in which is taught is not good enough in their own opinion. Especially for Erasmus students, this could make a great difference, since English is most commonly used as lingua franca in Erasmus settings.

Students who have already been on Erasmus were also asked about *competences* they thought had improved after taking part in the programme and students who are about to go were asked which competences they think they will improve during their stay. These questions are based on similarly asked questions in the study of the European Commission (2014). Amongst these competences, especially some are relevant for this study. Students are asked about their improvement of intercultural competences, cooperation with people from other cultural backgrounds and improvement of feelings of connectedness to Europe. These outcomes will make us able to compare expectations- and actual feelings of improvement afterwards on these skills.

The last question of the survey was an open question, in which the students could add *comments* about the Erasmus programme or their feelings towards Europe.

Most of the questions, 13 out of 32, had to be answered by filling in a 7-point Likert scale. For 11 other questions, a 5-point Likert scale is used. I have chosen for scales that include a midpoint, because this improves the reliability and validity of the ratings (Krosnick & Presser, 2010). A 7-point scale is mainly used to ask the students about the probability or the extent of something. A 5-point scale is used to let the students indicate to what degree certain skills have been improved after participating in the Erasmus programme. I have chosen for a scale with a smaller range for these questions, because a 7-point scale would have been too precise for indicating skill improvement, which could have caused confusion and frustration among the students.

2.3 Surveys

As already mentioned before, two different surveys are used (see Annex 2 and 3). The most important reason for this is that most of the questions in the survey concerning students who have already been on Erasmus had to be asked in past tense, while they had to be asked in present- or future-tense concerning students who are about to go on exchange. For example, both surveys

contained questions about the improvement of certain skills. Students who have already been on Erasmus were asked to indicate to what extent these skills have been improved, while the students who are about to go on Erasmus were asked to indicate to what extent they expect these skills to improve.

Furthermore, the survey concerning students who have already been on Erasmus contained two extra questions. They were asked about the duration of their stay abroad and how long ago it has been since they have been on their exchange.

2.4 Procedure

To reach as many students that belong to one of the groups as possible, I sent an email to all the international offices of Utrecht University with the request to email my survey to all students that belong to one of the two groups. This concerned ten international offices, of which eventually four were willing to send my survey to the students. These were the international offices of the faculties of humanities, sciences, geosciences and social sciences. Apart from this, I spread the surveys through my own social media accounts. The surveys were available to fill in online for three weeks.

When opening the link to the surveys, the students were informed about the purpose of the research through the title of the survey: 'A study about the effects of the Erasmus programme'. I deliberately have chosen not to specifically mention something about connectedness with Europe, because this might direct the students in their answering, instead of keeping their minds as neutral as possible while answering the questions.

In the introduction, the students were briefly informed about the approximate duration and the number of questions of the survey. Also, they were advised to take their time for reading the questions and it was mentioned that their personal details would be handled confidentially.

2.5 Data analysis

The answers to most of the questions have been processed in SPSS. Only the last question of both surveys has been left out, since this is an open question, which gives us qualitative data, for which SPSS is an unsuitable tool. Mainly, the average answers of Erasmus alumni and Erasmus prospects have been compared.

3 Results

3.1 Focus on Europe

In both surveys, the students were asked to specify how often they go on vacation in another European country yearly and how many of their acquaintances live in another European country. The outcomes of these questions are shown in Table 2.

Table 2: *Averages (and standard deviations) of the answers to questions 9 and 10 per group*

	Erasmus prospects (n = 51)	Erasmus alumni (n = 124)
9 - Number of acquaintances that live in another European country *	1.9 (0.9)	2.9 (1.1)
10 - Number of vacations in another European country per year	2.4 (0.6)	2.4 (0.7)

* significant difference ($p < 0.05$)

In Table 2 we can see that both the Erasmus prospects and the Erasmus alumni yearly go on vacation in another European country 2.4 times on average. Taking part in the Erasmus programme does not seem to increase the number of vacations the students go on. However, an average of 2.4 times may be relatively high, which could indicate that students who take part in the Erasmus programme go on vacation in Europe relatively often in general. The table also shows us that Erasmus alumni know significantly more people that live in another European country than Erasmus prospects ($p < 0.00$). However, acquaintances they know from their Erasmus exchange could also have been included in their answers, which could have caused this outcome.

We will now look at the answers given to question 3, 4 and 5. The students were asked to rate their desire to live abroad in the future at a scale from 1 to 7, with a 1 meaning 'definitely not' to a 7 being 'definitely so'. They were also asked, when showing a desire to live abroad, about the probability of that country being the country of their exchange or another country. The results of these questions per group are shown in Table 3.

Table 3: *Averages (and standard deviations) of the answers to questions 3, 4 and 5 per group*

	Erasmus prospects (n = 51)	Erasmus alumni (n = 124)
3 - Wish to live abroad in future	4.8 (1.6)	5.2 (1.5)
4 - Probability living in country of exchange	4.6 (1.6)	4.8 (1.7)
5 - Probability living in country other than exchange *	4.0 (1.4)	4.6 (1.4)

* significant difference ($p < 0.05$)

On average, all questions were answered more positively by students who have already been on Erasmus. Both groups think it is less probable that they will live in another country than the host country of their Erasmus, but it is striking that students who have already been on exchange consider this significantly more probable than Erasmus prospects ($p = 0.02$).

Apart from the respondents' view on the future, they were asked how strongly they feel connected to their current hometown, The Netherlands, Europe and the country of their exchange by filling in a number from 1, not connected at all, to 7, extremely connected. The results of these questions per group are shown in Table 4.

Table 4: *Averages (and standard deviations) of the answers to questions 6, 7, 8 and 19 per group*

	Erasmus prospects (n = 51)	Erasmus alumni (n = 124)
6 - Strength of connectedness to current hometown	5.3 (1.2)	5.5 (1.2)
7 - Strength of connectedness to the Netherlands	5.5 (1.2)	5.7 (1.3)
8 - Strength of connectedness to Europe *	4.8 (1.5)	5.8 (1.2)
19 - Strength of connectedness to country of exchange *	4.9 (1.4)	5.5 (1.1)

* significant difference ($p < 0.05$)

As the table shows, students who have already been on Erasmus feel more connected to all places mentioned than students who are about to go on Erasmus. This may not be surprising for Europe, to which students who are about to go on exchange feel significantly less connected than students who have already been on exchange ($p = 0.003$), and neither for their country of exchange, to which Erasmus prospects also feel significantly less connected than Erasmus alumni ($p = 0.005$), but it is quite remarkable that the averages of students who have already been on Erasmus are even higher for The Netherlands and their current hometown. However, the gap is considerably smaller between these last two averages.

3.2 Attitude towards the European Union

Respondents were asked if they would vote if the elections for the European Parliament would take place in a week. In both groups, the majority would vote, but this number was higher amongst students who have already been on Erasmus. 82.3 percent of this group said to have the intention to vote. This percentage is 68.6 amongst students who are about to go on exchange, which makes the difference between both groups significant ($p = 0.048$).

Also, the students were asked several questions regarding their feelings about the European Union. The first question concerning this topic was to what extent they think they profit from living in the EU. To answer this question, the students had to fill in a number between 1, absolutely not, and 7, definitely so. Secondly, they were asked if the EU has a more negative or positive influence. Entering a 1 meant that the EU has a very negative influence, entering a 7 indicated a very positive influence. The next question concerned the extent of political integration in the EU. Again, the student could give an answer from 1, insufficient integration, to 7, sufficient integration. The same was asked for the social-cultural integration in the EU. In Table 5, the results of these questions are shown per group.

Table 5: *Averages (and standard deviations) of the answers to questions 12, 13, 14 and 15 per group*

	Erasmus prospects (n = 51)	Erasmus alumni (n = 124)
12 - Profit living in EU *	5.4 (1.3)	6.0 (1.0)
13 - Positive or negative influence EU	3.2 (1.4)	3.0 (1.6)
14 - Sufficient political integration in EU	4.2 (1.5)	4.3 (1.1)
15 - Sufficient social-cultural integration in EU	4.6 (1.4)	4.4 (1.2)

* significant difference ($p < 0.05$)

The questions about the political- and social-cultural integration in the EU are answered slightly more negative than positive. Apparently, most Erasmus students think integration in the EU concerning these matters should be improved. However, most respondents experience a rather positive than negative influence of the EU and say to profit from living in the EU. There are no great differences between the average answers of both groups, except for the answers given to question 12. Erasmus alumni believe to profit significantly more of living in the EU than Erasmus prospects ($p = 0.001$).

3.3 Attitude towards the English language

A potential influencing factor of someone's attitude towards Europe can be their attitude towards the English language. Maybe there is a connection between a positive feeling towards the English language and positive feelings towards Europe. To analyze this matter, respondents were asked several questions concerning the English language. Firstly, they were asked how much they like reading English books or watching English series and movies by filling in a number from 1, not at all, to 7, very much. The average answer of students who are about to go on Erasmus is 6.1 ($SD = 1.2$) and the average answer of students who have already been on Erasmus is 6.2 ($SD = 1.1$). The second question concerned the convenience to start a conversation in English. By filling in a 1, the student said to do this with much difficulty and by filling in a 7, the student indicated to do this effortlessly. Students who are about to go on exchange answered this question with an average of 5.8 ($SD = 1.2$) and students who have already been on exchange with an average of 6.3 ($SD = 1.1$), which makes the difference between the answers of both groups to this question significant ($p = 0.006$).

Lastly, the respondents were asked to grade their own command of the English language. The average given grades of both groups differ significantly from each other ($p = 0.02$). Erasmus prospects answered this question with an average grade of 7.6 ($SD = 0.9$) and Erasmus alumni with an average grade of 8.0 ($SD = 1.0$).

3.4 Improved competences

The last questions in the survey focused on the degree to which students who are about to go on exchange think certain skills will improve and the degree to which students who have already been on exchange think these skills have actually been improved. They could indicate this by filling in a number from 1, not at all improved, to 5, very much improved. We will now use these outcomes to compare the expectations of improvement with the actual feelings of improvement after participation. The results are shown per skill in Table 6 and are ordered from high expectation of improvement to low expectation of improvement.

Table 6: *Averages (and standard deviations) of expectations- and actual feelings of improvement per skill*

Skill	Expectations by	Actual feelings by
	Erasmus prospects (n = 51)	Erasmus alumni (n = 124)
Being able to adapt to new situations	4.3 (0.7)	4.1 (0.8)
Knowledge of society/economy/culture host country	4.2 (0.7)	4.3 (0.6)
Intercultural competences	4.1 (0.7)	3.9 (0.7)
Communication skills	4.1 (0.7)	3.8 (0.7)
Cooperate with people other cultural background *	4.1 (0.7)	3.8 (0.8)
Reading and writing skills *	4.0 (0.8)	3.6 (1.1)
Command of a foreign language	3.9 (1.2)	3.9 (1.1)
Problem-solving skills	3.3 (0.9)	3.3 (0.9)
Decisiveness	3.3 (0.9)	3.4 (1.0)
Organizational skills	3.2 (1.0)	3.1 (1.1)
Feelings of connectedness to Europe *	2.7 (1.1)	3.1 (1.1)

* significant difference ($p < 0.05$)

The table shows that there are no great differences between the expectations of improvement and actual feelings of improvement after participation. The greatest differences, that are also significant, can be found for reading and writing skills, feelings of connectedness with Europe and being able to cooperate with people from another cultural background. The two skills with the highest expectations of improvement and the highest actual feelings of improvement afterwards are knowledge of the society, economy, and culture of the host country and the ability to adapt to new situations.

3.5 Comments

There is given a wide variety of comments, also concerning increased feelings of Europeaness after taking part in the Erasmus programme. Some said that their participation has indeed increased these feelings:

"It was amazing and it has actually made me feel like a proud European citizen for the first time, instead of just feeling Dutch! I always found the idea of a 'European identity' kind of nonsense, but now I feel much more connected."

Others said that their participation did not increase their feelings of connectedness towards Europe, but towards their home country instead:

"My exchange has made me feel more strongly connected to the Netherlands. I liked to tell about the Netherlands and I noticed a big contrast concerning communication and social aspects, which has made me appreciate my 'Dutchness' more than before my participation."

Also, there were students who believed the programme has had no influence at all:

"Some years ago I already have decided to feel more European than Dutch. And yes, that is a choice. You are not simply born with some identity, but you also have a say in this yourself."

4 Conclusion & Discussion

In this chapter I will discuss and interpret the results in order to formulate an answer to the main research question: *Do students of Utrecht University who have taken part in the Erasmus programme feel more connected to Europe than students who have not yet taken part in the programme, and if so, what confirms this in particular?*

With regard to the respondents' focus on Europe, we have seen that both Erasmus prospects and Erasmus alumni go on vacation in another European country 2.4 times on average per year. From this, we might deduce the existence of a certain orientation on Europe before taking part in the Erasmus programme. This does not exclude the possibility that the programme itself increases focus on Europe, but it might point out that students who take part in the programme already have a relatively high focus on Europe before they participate. This corresponds with the findings of Kuhn (2012) and Sigalas (2010), who both concluded that students who want to take part in the Erasmus programme are already supporters of the EU before their official participation.

Also, students who have already been on exchange consider moving to another European country, other than their country of exchange, in the future significantly more likely to happen than students who are about to go on exchange. This indicates that participation in the Erasmus programme leads to more connectedness to Europe. However, these results conflict with the conclusion of King (2003), which demonstrated that students who are soon going on exchange are more often willing to migrate within the EU than students who have already been on exchange. At least in this particular survey, participation in the Erasmus programme seems to temper the willingness to live abroad. Amongst students of Utrecht University, this turns out not to be the case.

Furthermore, when the respondents were asked to what degree they feel European, the results showed that students who have already been on Erasmus answered significantly more positively than the other group. This corresponds with the European Commission's outcomes (2014). These results also imply that Erasmus alumni feel more connected to Europe than Erasmus prospects. Erasmus alumni said to feel significantly more connected to their host country, and, to a lesser extent, to The Netherlands and their current hometown as well.

The results concerning the respondents' attitude towards the EU showed that 82.3 percent of students who have already been on exchange would vote in the European Parliamentary elections. Amongst students who are about to go on exchange, this percentage is 68.6, which indicates a significant difference between the groups. This seems to denote a greater interest in Europe amongst Erasmus alumni. A possible cause for these outcomes could as well be participation in the Erasmus programme.

Another outcome regarding the respondents' attitude towards the EU that leads to this conclusion is the fact that students who have already been on Erasmus answered significantly more positively when asked to what extent they profit from living in the EU. Nevertheless, students who are about to go on Erasmus answered positively as well, but to a lesser extent.

Also, Erasmus alumni's attitude towards the English language seems to be more positive. The grade they give their own command of English is on average an 8.0, while this is a 7.6 amongst Erasmus prospects. Students who have already been on Erasmus also indicated they found it slightly easier to start a conversation in English than students who are about to go on Erasmus. This could indicate an improvement of English after participation, as the European Commission concluded in their rapport (2014), and a greater appreciation for English. Consequently, this suggests a reason for greater connectedness to Europe.

One last important outcome revolves around the improvement of feelings of connectedness to Europe. Erasmus alumni indicate that this has improved significantly more after participating in the Erasmus programme than Erasmus prospects think it will improve. Although they say the improvement is not tremendously great, it is substantially greater than expected beforehand. This indicates a greater connectedness to Europe after participation than expected before participation.

The different outcomes between students who have been on Erasmus less than a year ago and more than a year ago would have been relevant to look at in this research, as well as the difference in feelings of connectedness to Europe between the different host countries where students have done their exchange. Unfortunately, though, the size of this thesis makes it impossible to include these elements as well. These would be interesting matters for further research.

Also, the outcomes of a study that would conclude a greater number of students could be generalized for a greater population. This thesis only concerns Erasmus prospects and alumni of Utrecht University, whereby the outcomes can only be generalized for this group. Further research could tackle these issues.

Another interesting suggestion for further research concerns a remarkable outcome of this thesis. The Erasmus alumni of Utrecht University indicated to feel more connected to not only Europe, but as well to their current hometown, The Netherlands and their former country of exchange than the Erasmus prospects. This may imply a connection between feeling strongly connected to places in general and taking part in the Erasmus programme.

Also, this thesis showed that Erasmus alumni, the same group that feels more connected to Europe, feel more confident about their command of the English language. This may indicate an improvement of English after participation and thus a reason for feeling more connected to

Europe. Whether a better command of English indeed causes greater feelings of connectedness to Europe would be an interesting matter for further research.

In conclusion, the outcomes of this thesis show that students of Utrecht University who have taken part in the Erasmus programme do feel more connected to Europe than students of Utrecht University who have not yet taken part, which is in agreement with the conclusions of most previous studies. This appears particularly from the fact that Erasmus alumni express a greater probability to live abroad in the future, the given that Erasmus alumni say to feel significantly more European, the fact that a greater number of Erasmus alumni would vote in the European Parliamentary elections and the fact that they see the EU as a more profitable organization than Erasmus prospects. This corresponds to the conclusion of Kuhn (2012): transnational activities have a strongly positive effect on both European self-categorization and involvement with Europe. Also, these results indicate that the goal of the European Commission, to increase students' identification with Europe, is achieved among students of Utrecht University.

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7 Annexes

Annex 1: Distribution of the respondents' Erasmus destinations

Table 1: *Respondents' Erasmus destinations in percentages (n = 175)*

Country	Percentage of respondents
Great Britain	27.4 (n = 48)
Spain	10.9 (n = 19)
Ireland	10.3 (n = 18)
Germany	9.7 (n = 17)
Sweden	6.9 (n = 12)
France	6.3 (n = 11)
Norway	6.3 (n = 11)
Hungary	4.6 (n = 8)
Italy	3.4 (n = 6)
Austria	2.9 (n = 5)
Denmark	2.3 (n = 4)
Finland	1.7 (n = 3)
Czech Republic	1.7 (n = 3)
Belgium	1.1 (n = 2)
Estonia	1.1 (n = 2)
Greece	1.1 (n = 2)
Bulgaria	0.6 (n = 1)
Poland	0.6 (n = 1)
Portugal	0.6 (n = 1)
Turkey	0.6 (n = 1)

Annex 2: Survey Erasmus alumni

Een onderzoek naar de effecten van het Erasmusprogramma

Beste deelnemer,

Deze enquête bevat 34 meerkeuzevragen. Lees ze rustig door en neem de tijd om de vragen te beantwoorden. Voor het invullen van de enquête heb je 5 tot 10 minuten nodig. Met de persoonlijke gegevens wordt vertrouwelijk omgegaan, deze zijn slechts nodig om de resultaten zo goed mogelijk te kunnen interpreteren.

Alvast hartelijk bedankt voor je deelname!

1. Leeftijd

.....

2. Geslacht

0 Man

0 Vrouw

0 Anders

3. Geef aan in hoeverre je het zou zien zitten om in de toekomst in een ander Europees land te wonen.

Totaal niet 1 2 3 4 5 6 7 Totaal wel

4. Als je in een ander Europees land zou gaan wonen, hoe waarschijnlijk acht je de kans dat dit het land waar je je Erasmus hebt gedaan zal zijn?

Zeer onwaarschijnlijk 1 2 3 4 5 6 7 Zeer waarschijnlijk

5. En hoe waarschijnlijk acht je de kans dat dit een ander land dan het land waar je je Erasmus hebt gedaan zal zijn?

Zeer onwaarschijnlijk 1 2 3 4 5 6 7 Zeer waarschijnlijk

6. Geef aan in hoeverre je je een inwoner van de plaats waarin je woont voelt.

Totaal niet 1 2 3 4 5 6 7 Totaal wel

7. Geef aan in hoeverre je je een Nederlander voelt.

Totaal niet 1 2 3 4 5 6 7 Totaal wel

8. Geef aan in hoeverre je je een Europees burger voelt.

Totaal niet 1 2 3 4 5 6 7 Totaal wel

9. Geef aan hoe vaak je gemiddeld per jaar op vakantie gaat naar een ander Europees land.

0 0 keer

0 1 of 2 keer

0 3 of 4 keer

0 vaker dan 4 keer

10. Heb je familie of vrienden in een ander Europees land wonen? Zo ja, hoeveel?

0 Nee

0 Ja, namelijk 1 vriend(engroep) of familielid/groep

0 Ja, namelijk 2 of 3 vrienden(groepen) of familieleden/groepen

0 Ja, namelijk 4 of meer vrienden(groepen) of familieleden/groepen

11. Stel dat de Europese Parlementsverkiezingen over een week zouden zijn, zou je dan gaan stemmen?

0 Ja

0 Nee

12. Geef aan in hoeverre je het idee hebt dat je ervan profiteert dat je in de Europese Unie woont.

Totaal niet 1 2 3 4 5 6 7 Totaal wel

13. Geef aan in hoeverre de Europese Unie naar jouw idee een positieve/negatieve invloed heeft.

Positief 1 2 3 4 5 6 7 Negatief

14. Geef aan in hoeverre er naar jouw idee sprake is van voldoende politieke integratie in Europa.

Voldoende 1 2 3 4 5 6 7 Onvoldoende

15. Geef aan in hoeverre er naar jouw idee sprake is van voldoende sociaal-culturele integratie in Europa.

Voldoende 1 2 3 4 5 6 7 Onvoldoende

16. Geef aan hoe leuk je het vindt om Engelstalige boeken te lezen of Engelstalige films/series te kijken.

Helemaal niet leuk 1 2 3 4 5 6 7 Heel erg leuk

17. Geef aan hoe makkelijk je het vindt om in het Engels een gesprek met iemand te beginnen.

Heel lastig 1 2 3 4 5 6 7 Heel gemakkelijk

18. Wat voor cijfer zou je je eigen Engels geven?

.....

19. Geef aan in hoeverre je je verbonden voelt met het land waarin je op Erasmus bent geweest.

Totaal niet 1 2 3 4 5 6 7 Totaal wel

20. In welk land ben je op Erasmus geweest?

0 België	0 Liechtenstein
0 Bulgarije	0 Litouwen
0 Croatië	0 Macedonië
0 Cyprus	0 Malta
0 Denemarken	0 Noorwegen
0 Duitsland	0 Oostenrijk
0 Engeland	0 Polen
0 Estland	0 Portugal
0 Finland	0 Roemenië
0 Frankrijk	0 Schotland
0 Griekenland	0 Slovenië
0 Hongarije	0 Slowakije
0 Ierland	0 Spanje
0 IJsland	0 Tsjechië
0 Italië	0 Turkije
0 Letland	0 Zweden

21. Geef aan wat jouw voornaamste beweegredenen waren om naar het buitenland te gaan door ze van belangrijk naar onbelangrijk te ordenen.

1. Kans op werk in toekomst vergroten en verbeteren
2. Mogelijkheid om in het buitenland te wonen
3. Mogelijkheid om nieuwe mensen te ontmoeten
4. Kans op werken in buitenland vergroten
5. Mogelijkheid om een vreemde taal te leren/verbeteren
6. Mogelijkheid om vaardigheden als aanpassingsvermogen, het nemen van initiatief en proactiviteit te verbeteren
7. Er was plek voor in mijn studieplanning
8. Mogelijkheid om in specifiek land naar keuze te wonen
9. Mogelijkheid om gebruik te maken van de Erasmus grant
10. Mogelijkheid om een relatief makkelijke/rustige studieperiode te hebben
11. Mogelijkheid om interculturele competenties te verbeteren
12. Anders, namelijk...

22. Geef aan in hoeverre de volgende vaardigheid naar jouw idee is verbeterd naar aanleiding van je verblijf in het buitenland: interculturele competenties

Helemaal niet verbeterd 1 2 3 4 5 Heel erg verbeterd

23. Geef aan in hoeverre de volgende vaardigheid naar jouw idee is verbeterd naar aanleiding van je verblijf in het buitenland: lees- en schrijfvaardigheid

Helemaal niet verbeterd 1 2 3 4 5 Heel erg verbeterd

24. Geef aan in hoeverre de volgende vaardigheid naar jouw idee is verbeterd naar aanleiding van je verblijf in het buitenland: het kunnen omgaan en samenwerken met mensen met een andere culturele achtergrond

Helemaal niet verbeterd 1 2 3 4 5 Heel erg verbeterd

25. Geef aan in hoeverre de volgende vaardigheid naar jouw idee is verbeterd naar aanleiding van je verblijf in het buitenland: plan- en organisatievaardigheid

Helemaal niet verbeterd 1 2 3 4 5 Heel erg verbeterd

26. Geef aan in hoeverre de volgende vaardigheid naar jouw idee is verbeterd naar aanleiding van je verblijf in het buitenland: kennis van de samenleving, economie en cultuur van het gastland

Helemaal niet verbeterd 1 2 3 4 5 Heel erg verbeterd

27. Geef aan in hoeverre de volgende vaardigheid naar jouw idee is verbeterd naar aanleiding van je verblijf in het buitenland: besluitvaardigheid

Helemaal niet verbeterd 1 2 3 4 5 Heel erg verbeterd

28. Geef aan in hoeverre de volgende vaardigheid naar jouw idee is verbeterd naar aanleiding van je verblijf in het buitenland: beheersing van een vreemde taal

Helemaal niet verbeterd 1 2 3 4 5 Heel erg verbeterd

29. Geef aan in hoeverre de volgende vaardigheid naar jouw idee is verbeterd naar aanleiding van je verblijf in het buitenland: gevoel van verbondenheid met Europa, Europese identiteit

Helemaal niet verbeterd 1 2 3 4 5 Heel erg verbeterd

30. Geef aan in hoeverre de volgende vaardigheid naar jouw idee is verbeterd naar aanleiding van je verblijf in het buitenland: het aanpassen aan nieuwe situaties

Helemaal niet verbeterd 1 2 3 4 5 Heel erg verbeterd

31. Geef aan in hoeverre de volgende vaardigheid naar jouw idee is verbeterd naar aanleiding van je verblijf in het buitenland: oplossingsgerichtheid

Helemaal niet verbeterd 1 2 3 4 5 Heel erg verbeterd

32. Geef aan in hoeverre de volgende vaardigheid naar jouw idee is verbeterd naar aanleiding van je verblijf in het buitenland: communicatievaardigheden

Helemaal niet verbeterd 1 2 3 4 5 Heel erg verbeterd

33. Voor hoe lang heb je in het buitenland gezeten tijdens je Erasmus?

0 Een half jaar of minder

0 Langer dan een half jaar

0 Langer dan een jaar

34. Hoe lang geleden is het dat je aan het Erasmusprogramma hebt deelgenomen?

Minder dan 1 jaar geleden

1 tot 2 jaar geleden

3 tot 4 jaar geleden

Langer dan 4 jaar geleden

Heb je nog iets toe te voegen of wil je nog iets kwijt betreffende jouw ervaring met het Erasmusprogramma en/of Europese identiteit?

Annex 3: Survey Erasmus prospects

Een onderzoek naar de effecten van het Erasmusprogramma

Beste deelnemer,

Deze enquête bevat 32 meerkeuzevragen. Lees ze rustig door en neem de tijd om de vragen te beantwoorden. Voor het invullen van de enquête heb je 5 tot 10 minuten nodig. Met de persoonlijke gegevens wordt vertrouwelijk omgegaan, deze zijn slechts nodig om de resultaten zo goed mogelijk te kunnen interpreteren.

Alvast hartelijk bedankt voor je deelname!

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2. Geslacht

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0 Vrouw

0 Anders

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Totaal niet 1 2 3 4 5 6 7 Totaal wel

4. Als je in een ander Europees land zou gaan wonen, hoe waarschijnlijk acht je de kans dat dit het land waar je je Erasmus gaat doen zal zijn?

Zeer onwaarschijnlijk 1 2 3 4 5 6 7 Zeer waarschijnlijk

5. En hoe waarschijnlijk acht je de kans dat dit een ander land dan het land waar je je Erasmus gaat doen zal zijn?

Zeer onwaarschijnlijk 1 2 3 4 5 6 7 Zeer waarschijnlijk

6. Geef aan in hoeverre je je een inwoner van de plaats waarin je woont voelt.

Totaal niet 1 2 3 4 5 6 7 Totaal wel

7. Geef aan in hoeverre je je een Nederlander voelt.

Totaal niet 1 2 3 4 5 6 7 Totaal wel

8. Geef aan in hoeverre je je een Europees burger voelt.

Totaal niet 1 2 3 4 5 6 7 Totaal wel

9. Geef aan hoe vaak je gemiddeld per jaar op vakantie gaat naar een ander Europees land.

0 0 keer

0 1 of 2 keer

0 3 of 4 keer

0 vaker dan 4 keer

10. Heb je familie of vrienden in een ander Europees land wonen? Zo ja, hoeveel?

0 Nee

0 Ja, namelijk 1 vriend(engroep) of familielid/groep

0 Ja, namelijk 2 of 3 vrienden(groepen) of familieleden/groepen

0 Ja, namelijk 4 of meer vrienden(groepen) of familieleden/groepen

11. Stel dat de Europese Parlementsverkiezingen over een week zouden zijn, zou je dan gaan stemmen?

0 Ja

0 Nee

12. Geef aan in hoeverre je het idee hebt dat je ervan profiteert dat je in de Europese Unie woont.

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13. Geef aan in hoeverre de Europese Unie naar jouw idee een positieve/negatieve invloed heeft.

Positief 1 2 3 4 5 6 7 Negatief

14. Geef aan in hoeverre er naar jouw idee sprake is van voldoende politieke integratie in Europa.

Voldoende 1 2 3 4 5 6 7 Onvoldoende

15. Geef aan in hoeverre er naar jouw idee sprake is van voldoende sociaal-culturele integratie in Europa.

Voldoende 1 2 3 4 5 6 7 Onvoldoende

16. Geef aan hoe leuk je het vindt om Engelstalige boeken te lezen of Engelstalige films/series te kijken.

Helemaal niet leuk 1 2 3 4 5 6 7 Heel erg leuk

17. Geef aan hoe makkelijk je het vindt om in het Engels een gesprek met iemand te beginnen.

Heel lastig 1 2 3 4 5 6 7 Heel gemakkelijk

18. Wat voor cijfer zou je je eigen Engels geven?

.....
.....
.....

19. Geef aan in hoeverre je je verbonden voelt met het land waarin je op Erasmus gaat.

Totaal niet 1 2 3 4 5 6 7 Totaal wel

20. In welk land ga je op Erasmus?

0 België	0 Liechtenstein
0 Bulgarije	0 Litouwen
0 Croatië	0 Macedonië
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0 Duitsland	0 Oostenrijk
0 Engeland	0 Polen
0 Estland	0 Portugal
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0 Frankrijk	0 Schotland
0 Griekenland	0 Slovenië
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0 Ierland	0 Spanje
0 IJsland	0 Tsjechië
0 Italië	0 Turkije
0 Letland	0 Zweden

21. Geef aan wat jouw voornaamste beweegredenen zijn om naar het buitenland te gaan door ze van belangrijk naar onbelangrijk te ordenen.

1. Kans op werk in toekomst vergroten en verbeteren
2. Mogelijkheid om in het buitenland te wonen
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4. Kans op werken in buitenland vergroten
5. Mogelijkheid om een vreemde taal te leren/verbeteren
6. Mogelijkheid om vaardigheden als aanpassingsvermogen, het nemen van initiatief en proactiviteit te verbeteren
7. Er was plek voor in mijn studieplanning
8. Mogelijkheid om in specifiek land naar keuze te wonen
9. Mogelijkheid om gebruik te maken van de Erasmus grant
10. Mogelijkheid om een relatief makkelijke/rustige studieperiode te hebben
11. Mogelijkheid om interculturele competenties te verbeteren
12. Anders, namelijk...

22. Geef aan in hoeverre je de volgende vaardigheid denkt te verbeteren naar aanleiding van je verblijf in het buitenland: interculturele competenties

Helemaal niet verbeterd 1 2 3 4 5 Heel erg verbeterd

23. Geef aan in hoeverre je de volgende vaardigheid denkt te verbeteren naar aanleiding van je verblijf in het buitenland: lees- en schrijfvaardigheid

Helemaal niet verbeterd 1 2 3 4 5 Heel erg verbeterd

24. Geef aan in hoeverre je de volgende vaardigheid denkt te verbeteren naar aanleiding van je verblijf in het buitenland: het kunnen omgaan en samenwerken met mensen met een andere culturele achtergrond

Helemaal niet verbeterd 1 2 3 4 5 Heel erg verbeterd

25. Geef aan in hoeverre je de volgende vaardigheid denkt te verbeteren naar aanleiding van je verblijf in het buitenland: plan- en organisatievaardigheid

Helemaal niet verbeterd 1 2 3 4 5 Heel erg verbeterd

26. Geef aan in hoeverre je de volgende vaardigheid denkt te verbeteren naar aanleiding van je verblijf in het buitenland: kennis van de samenleving, economie en cultuur van het gastland

Helemaal niet verbeterd 1 2 3 4 5 Heel erg verbeterd

27. Geef aan in hoeverre je de volgende vaardigheid denkt te verbeteren naar aanleiding van je verblijf in het buitenland: besluitvaardigheid

Helemaal niet verbeterd 1 2 3 4 5 Heel erg verbeterd

28. Geef aan in hoeverre je de volgende vaardigheid denkt te verbeteren naar aanleiding van je verblijf in het buitenland: beheersing van een vreemde taal

Helemaal niet verbeterd 1 2 3 4 5 Heel erg verbeterd

29. Geef aan in hoeverre je de volgende vaardigheid denkt te verbeteren naar aanleiding van je verblijf in het buitenland: gevoel van verbondenheid met Europa, Europese identiteit

Helemaal niet verbeterd 1 2 3 4 5 Heel erg verbeterd

30. Geef aan in hoeverre je de volgende vaardigheid denkt te verbeteren naar aanleiding van je verblijf in het buitenland: het aanpassen aan nieuwe situaties

Helemaal niet verbeterd 1 2 3 4 5 Heel erg verbeterd

31. Geef aan in hoeverre je de volgende vaardigheid denkt te verbeteren naar aanleiding van je verblijf in het buitenland: oplossingsgerichtheid

Helemaal niet verbeterd 1 2 3 4 5 Heel erg verbeterd

32. Geef aan in hoeverre je de volgende vaardigheid denkt te verbeteren naar aanleiding van je verblijf in het buitenland: communicatievaardigheden

Helemaal niet verbeterd 1 2 3 4 5 Heel erg verbeterd

Heb je nog iets toe te voegen of wil je nog iets kwijt betreffende jouw ervaring met het Erasmusprogramma en/of Europese identiteit?

.....

Annex 4: Evaluation form bachelor's thesis Communication Studies

Faculteit Geesteswetenschappen

Versie september 2014

BEOORDELINGSFORMULIER

BACHELOR EINDWERKSTUK

BASISGEGEVENS STUDENT	
Naam	
Studentnummer	
Opleiding en major en hoofdrichting (alleen bij LAS en TCS)	
Titel eindwerkstuk	
Inleverdatum	
BASISGEGEVENS BEGELEIDER/1^e BEOORDELAAR	
Naam	
Departement	
BASISGEGEVENS 2DE BEOORDELAAR (niet betrokken bij de begeleiding)	
Naam	
Departement	
Betreft oordeel: <input type="checkbox"/> begeleider <input type="checkbox"/> 2 ^{de} beoordelaar	
Cijfer door beoordelaar:	
Eindcijfer* (eerste en tweede beoordelaar samen):	
Datum en handtekening:	

* Bij 6 en 6,5 dient het werkstuk nogmaals beoordeeld te worden door een hoogleraar (Regeling Grensgevallen, zie OER art.5.3). De derde beoordelaar vult een apart formulier in.

FORMELE RANDVOORWAARDEN**

RANDVOORWAARDEN		Commentaar
Verklaring van kennisneming plagiaatregels	<input type="checkbox"/> voldaan <input type="checkbox"/> niet voldaan	
Correct taalgebruik (zinsbouw, spelling, interpunctie)	<input type="checkbox"/> voldaan <input type="checkbox"/> niet voldaan	
Inhoudsopgave en samenvatting	<input type="checkbox"/> voldaan <input type="checkbox"/> niet voldaan	
Annotatie en literatuurlijst volgens de formele regels van het vakgebied	<input type="checkbox"/> voldaan <input type="checkbox"/> niet voldaan	
Vormgeving en afwerking volgens de richtlijnen van de opleiding	<input type="checkbox"/> voldaan <input type="checkbox"/> niet voldaan	

** Indien aan één van deze formele randvoorwaarden niet voldaan is, kan de begeleider/eerste beoordelaar besluiten het werkstuk niet inhoudelijk te beoordelen. De student krijgt een reparatiemogelijkheid. De grensbepaling voldaan/niet voldaan aan de randvoorwaarden ligt bij de opleiding (bijv. aantal taalfouten dat getolereerd wordt).

INHOUDELIJKE BEOORDELING

De beoordelaar geeft per categorie een globaal oordeel dat voorzien wordt van een commentaar waarin duidelijk wordt gemaakt wat de sterke en zwakke punten zijn. Geef bij een onvoldoende nauwkeurig aan wat door de student verbeterd moet worden om een voldoende te behalen.

De onderdelen 1 t/m 7 moeten minimaal met een voldoende worden beoordeeld om tot een voldoende eindcijfer te kunnen komen.

1. PROBLEEMSTELLING	<input type="checkbox"/> onvoldoende <input type="checkbox"/> voldoende <input type="checkbox"/> goed
<i>Is de probleemstelling helder geformuleerd? Zijn de deelvragen logisch afgeleid van de hoofdvraag? Is het onderzoek afgebakend en is deze afbakening onderbouwd?</i>	
<u>Commentaar:</u>	

2. WETENSCHAPPELIJKE POSITIONERING	<input type="checkbox"/> onvoldoende <input type="checkbox"/> voldoende <input type="checkbox"/> goed
<i>Wordt de wetenschappelijke relevantie van het onderzoek duidelijk gemaakt? Is de gebruikte literatuur relevant, representatief en van voldoende wetenschappelijke kwaliteit? Wordt de literatuur adequaat en kritisch besproken?</i>	
<u>Commentaar:</u>	
3. THEORETISCH KADER	<input type="checkbox"/> onvoldoende <input type="checkbox"/> voldoende <input type="checkbox"/> goed
<i>Sluiten de gekozen theorieën en/of analytische concepten aan bij de onderzoeksvergadering? Zijn de centrale concepten/termen duidelijk gedefinieerd?</i>	
<u>Commentaar:</u>	
4. METHODE	<input type="checkbox"/> onvoldoende <input type="checkbox"/> voldoende <input type="checkbox"/> goed
<i>Is de keuze voor de onderzoeks methode voldoende verantwoord? Zijn de gebruikte onderzoeks methoden adequaat om de problemstelling te beantwoorden? Worden zij op de juiste manier ingezet? Wordt de wijze van gegevensverzameling zorgvuldig beschreven en verantwoord?</i>	
<u>Commentaar:</u>	
5. RESULTATEN	<input type="checkbox"/> onvoldoende <input type="checkbox"/> voldoende <input type="checkbox"/> goed
<i>Wordt de vakennis voldoende en adequaat ingezet? Is er een goede balans tussen beschrijving en analyse? Is er voldoende terugkoppeling tussen de eigen (empirische) onderzoeksresultaten en de literatuur/theorie?</i>	
<u>Commentaar:</u>	

6. CONCLUSIE & DISCUSSIE	<input type="checkbox"/> onvoldoende <input type="checkbox"/> voldoende <input type="checkbox"/> goed
<i>Wordt in de conclusie een antwoord gegeven op de probleemstelling/hoofdvraag? Overstijgt de conclusie het niveau van een samenvatting? Wordt er kritisch gereflecteerd op de eigen aanpak? Worden er suggesties gedaan voor verder onderzoek?</i>	
<u>Commentaar:</u>	
7. BRONNENGEbruIK & BRONVERMELDING	<input type="checkbox"/> onvoldoende <input type="checkbox"/> voldoende <input type="checkbox"/> goed
<i>Wordt het onderscheid tussen eigen analyse en de analyse van anderen duidelijk aangegeven? Is de bronvermelding adequaat en zorgvuldig? Worden citaten juist ingezet? Wordt er kritisch omgegaan met de literatuur en andere bronnen?</i>	
<u>Commentaar:</u>	
8. STRUCTUUR VAN HET BETOOG	<input type="checkbox"/> onvoldoende <input type="checkbox"/> voldoende <input type="checkbox"/> goed
<i>Wordt de informatie in een logische volgorde gepresenteerd (bijvoorbeeld: inleiding/theoretisch kader, vraagstelling, methode, resultaten, discussie)? Is er een duidelijke hoofdstuk- en alinea-indeling? Is de argumentatie helder en coherent? Zijn paragrafen en alinea's coherent en inhoudelijk goed afgebakend?</i>	
<u>Commentaar:</u>	
9. LEESBAARHEID & STIJL	<input type="checkbox"/> onvoldoende <input type="checkbox"/> voldoende <input type="checkbox"/> goed
<i>Is het verslag leesbaar en begrijpelijk? Wordt de terminologie uit het vakgebied precies en specifiek gehanteerd?</i>	
<u>Commentaar:</u>	

10. ZELFSTANDIGHEID (in te vullen door de begeleider) onvoldoende voldoende goed

Werd de feedback zorgvuldig verwerkt? Werden afspraken en deadlines gerespecteerd? Heeft de student veel hulp nodig gehad tijdens het traject? Zo ja, op welke punten (bijv. formulering van de onderzoeks vragen, inkadering in de literatuur, opbouw van het beoogd, taal.)

Commentaar:

11. OVERIG

Hier kunt u commentaar geven op aspecten als de innovatieve kwaliteit van het onderzoek, de maatschappelijke relevantie van het eindwerkstuk etc.

SAMENVATTEND OORDEEL

CIJFERVOORSTEL: