

INTERNATIONAL MULTIDISCIPLINARY
SCIENTIFIC CONFERENCES ON SOCIAL SCIENCES AND ARTS
SGEM2014

PSYCHOLOGY AND PSYCHIATRY, SOCIOLOGY AND
HEALTHCARE, EDUCATION

CONFERENCE PROCEEDINGS
VOLUME III



SGEM
XIX

EDUCATION AND EDUCATIONAL RESEARCH

1-10 September, 2014
Albena, BULGARIA

DISCLAIMER

This book contains abstracts and complete papers approved by the Conference Review Committee. Authors are responsible for the content and accuracy.

Opinions expressed may not necessarily reflect the position of the International Scientific Council of SGEM.

Information in the SGEM 2014 Conference Proceedings is subject to change without notice. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, for any purpose, without the express written permission of the International Scientific Council of SGEM.

Copyright © SGEM2014

All Rights Reserved by the SGEM International Multidisciplinary Scientific Conferences on SOCIAL SCIENCES and ARTS

Published by STEF92 Technology Ltd., 1 "Andrey Lyapchev" Blvd., 1797 Sofia, Bulgaria

Total print: 5000

ISBN 978-619-7105-24-7

ISSN 2367-5659

DOI: 10.5593/sgemsocial2014B13

SGEM INTERNATIONAL MULTIDISCIPLINARY SCIENTIFIC CONFERENCES ON SOCIAL SCIENCES AND ARTS

Secretariat Bureau

Phone: +359 2 975 3982

Fax: +359 2 874 1088

E-mails: sgem@sgemsocial.org

URL: www.sgemsocial.org

ORGANIZERS

- BULGARIAN ACADEMY OF SCIENCES
- ACADEMY OF SCIENCES OF THE CZECH REPUBLIC
- LATVIAN ACADEMY OF SCIENCES
- POLISH ACADEMY OF SCIENCES
- RUSSIAN ACADEMY OF SCIENCES
- SERBIAN ACADEMY OF SCIENCES AND ARTS
- SLOVAK ACADEMY OF SCIENCES /Introduction/
- NATIONAL ACADEMY OF SCIENCES OF UKRAINE
- NATIONAL ACADEMY OF SCIENCES OF ARMENIA
- SCIENCE COUNCIL OF JAPAN
- THE WORLD ACADEMY OF SCIENCES (TWAS)
- EUROPEAN ACADEMY OF SCIENCES, ARTS AND LETTERS
- ACADEMY OF FINE ARTS ZAGREB, CROATIA
- CROATIAN ACADEMY OF SCIENCES AND ARTS
- ACADEMY OF SCIENCES OF MOLDOVA
- MONTENEGRIN ACADEMY OF SCIENCES AND ARTS
- GEORGIAN ACADEMY OF SCIENCES
- ACADEMY OF FINE ARTS AND DESIGN IN BRATISLAVA
- RUSSIAN ACADEMY OF ARTS
- TURKISH ACADEMY OF SCIENCES

HONORED ORGANIZER



BULGARIAN ACADEMY OF SCIENCES

EXCLUSIVE SUPPORTING PARTNER



INTERNATIONAL SCIENTIFIC COMMITTEE
Psychology, Sociology and Education

- Prof. Alessandro Antonietti, Italy
- Prof. Dr. Alois Ghergut, Romania
- Prof. Andreas Diekmann, Switzerland
- Prof. Antonella Corradini, Italy

ERASMUS STUDENTS' EXPECTATIONS AND COMPETENCES DEVELOPMENT: AN EXPLORATORY STUDY OF INCOMING STUDENTS IN PORTUGAL

Assist. Prof. Dr. Maria Amélia Marques¹

Assist. Prof. Dr. António José Almeida¹

¹ College of Business and Administration/Polytechnic Institute of Setúbal, Portugal

ABSTRACT

The purpose of this paper was to explore Erasmus incoming students' expectations and core competences development during their period of stay abroad. Competences were analysed regarding European framework on key competences for lifelong learning. Using qualitative and quantitative methodologies, the exploratory research was carried out in two stages, namely at the beginning of the semester (to analyse expectations) and at the end of the semester (to analyse core competences development). Our main findings were that Erasmus student expect and perceive they develop more their linguistic, cultural and professional competences and less their mathematical, scientific and technological competences.

Keywords: Erasmus mobility, higher education, core competences, students' expectations.

INTRODUCTION

Erasmus has become the most widespread and successful short-term students' horizontal mobility programme in Europe. On the overall, most students that participate in Erasmus are highly satisfied with the programme. Students have different motivations to study abroad, but the main motivations appeared to be to enhance their linguistic, cultural and professional competences and less their academic competences. Though perceiving their academic achievement as essential, Erasmus students' expect to develop and perceive they develop more competences related to human and social interaction than competences to science and technology.

The main aims of this paper were to analyse Erasmus incoming students' expectations their perceptions on the development of core competences and employability during their period of stay in Portugal. In order to achieve our aim we carried out a two stage exploratory study. An open-questionnaire was applied in the beginning of the semester to analyse students' expectations and a closed-questionnaire was applied at the end of the semester. Content analysis, using the core competences for lifelong learning as predefined categories and statistical analysis, using IBM SPSS Statistics 21, was carried out.

The paper is structured as follows: description of framework about Erasmus students' mobility; methodology; analysis and discussion of the results; main conclusions