



Journal of international Mobility

Moving for education, training and research

Call for papers no. 7

Virtual mobility / skilled mobility: what are the links and what are the challenges in Europe and around the world?

Submission of proposals by **April 1, 2019**

Contact: revue@agence-erasmus.fr

Rationale

The multidisciplinary, peer-reviewed *Journal of International Mobility*, edited by PUF and managed by the Erasmus + France / Education & Training Agency, brings together scientific contributions on all dimensions of international mobility within the framework of education and training in Europe and worldwide. One of its objectives is to help better understand the challenges, conditions and impact of mobility in order to stimulate reflection by researchers and political decision-makers whose mission is to promote it.

The Agency is launching its seventh call for papers for a special issue, which will be coordinated by Magali Ballatore and Maria Antonietta Impedovo, teacher-researchers at the Aix-Marseille University Higher School of Teaching and Education (ESPE).

The theme will be: **“Virtual mobility / skilled mobility: what are the links and what are the challenges in Europe and around the world?”**

In this issue we would like to address the issue of the evolution of mobility in Europe (Dubucs & Mourlane, 2017) and around the world, in the context of a shrinking globe where new tools and technologies are reducing distances and travel times. Contributions should focus on the mobility of learners and/or the link between mobility and skilled migration, in a context of the mass expansion of higher education and extension of European public actions on exchanges (Ballatore, Stavrou, 2017). Indeed, many techniques today enable an increased intensity of movement with more frequent and faster return trips between country of origin and country of reception of people, information, money and images. This issue will be devoted to the phenomenon of mobility, without forgetting its historical and social foundations. Proposals must be in, or at the crossroads of, the following fields: sociology, anthropology, history, geography, social psychology and educational sciences. They must be based on a rigorous analysis of original research material and an explicit scientific literature, or take the form of a theoretical and/or epistemological discussion of the subject. Faced with the notion in vogue today that there is an Erasmus generation (Ballatore, 2018), this issue seeks to question the assumption that mobility, whether virtual or concrete, unequivocally and indistinctly impacts on all learners and all academic institutions in which they are enrolled (Ballatore, 2010; Courty, 2015; Drealants, Ballatore 2014). The contributions must be in one of the following three thematic areas:

Theme 1: Mobilities, technologies: what are the links? What are the uses?

We welcome papers based on rigorous empirical research that discuss the links between the multiplication of “virtual journeys” and the increase in concrete, “physical” journeys. Many students engaged in institutional mobility programmes as part of their course indicate that they considerably increased the time spent using the Internet and on the telephone during their stay abroad. These habits were not lost, or only partially, upon return to their home country (Ballatore, 2010). What uses of digital tools do “learners” make at different educational levels, before, during and after a stay abroad? Does a stay abroad lead to a multiplication of “virtual” usage, or does the fact of “surfing” virtual spaces that concern elsewhere increase expatriations? Are virtual journeys becoming part of the daily lives of mobile students abroad? Do they give rise to a mode of living that transforms how migrants think about what is near and far, present and absent? Some technologies (chats, forums, blogs, social networks, etc.) undeniably change the character of co-presence in a foreign context. Who are the “learners” who make use of these (students, apprentices, teachers, etc.)? Is this usage the same regardless of educational level, length of stay, social and geographical origins, gender, enrolment and/or type of mobility (internship, study, etc.)?

Theme 2: Images and representations of mobility and new technologies

A second thematic area for this issue is how European and international mobility is represented in online spaces and how these representations open (or hinder) perspectives for dialogue. Contributions may interrogate the image of mobility on social networks (Jenkins, 2006; Poros, 2008). They may try to answer the following questions: how are people engaged in mobility represented in online communication (media, personal blogs, professional communication, social networks, etc.)? Which representations become dominant and which remain

more marginal? This seeks to understand the ways in which, individually and collectively, representations of “others” and self are constructed in a context of mobility (Brundidge 2010; Gal, Shifman & Kampf 2016; Gillespie 2007; Kligler-Vilenchik & Thorson 2016). Comparative work on different forms of online mobility will be welcomed, as well as studies of digital platforms that allow close analysis of the construction of otherness and how to work towards a certain vision of society.

Theme 3: Free digital educational resources: how are they used?

Online training offers new challenges for education (Brown, Krasteva, & Ranieri, 2016), through the expansion of access to and management of knowledge and knowledge development (Impedovo & Andreucci, 2016; Manuti, Impedovo & de Palma, 2015). The growth of student mobility places new demands on European education systems. In this context, digital tools could have an impact on access to mobility by offering more information on what is available, but also by developing software to improve language skills and/or provide practical information needed by people engaged in mobility programmes in host countries (Castaño-Muñoz, Colucci & Smidt 2018). Do free digital learning, the potential of open educational resources (OER) and MOOCs have a role in promoting democratization of access to mobility (real or imagined?) Who uses them? How do people engaged in mobility programmes use them, or how have they used them? What new features do they introduce to language learning, civic integration and access to higher education and/or employment? By contrast, what is the impact of free digital resources on migration dynamics?

The expected contributions will be articulated around these 3 thematic areas. Papers should be based on completed research work, presenting an explicit theoretical framework, as well as the research methods used and analysis of the data that led to the results presented. They may also concern more theoretical analyses or comparative syntheses (interdisciplinary or international) of the literature on the subject.

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Submission Procedure

Calendar

Please send your contributions (full paper) by e-mail (Word document) to revue@agence-erasmus.fr before **April 1, 2019**.

Each paper will be reviewed anonymously by two members of the reading committee and a response will be sent to all authors. Four responses are possible following evaluation: paper accepted, paper accepted with request for minor revision, request for major revision, paper rejected. In the event of major revision, you will be asked to send a page setting out the changes together with the updated paper.

Languages accepted: French, English, Spanish and Italian.

Deadline for submission of papers: April 1, 2019

Responses to authors: June 14, 2019

Publication: December 2019

Contribution format

Typeface: Times New Roman 12. Line spacing: Multiple 1.15

Submissions must include:

- the name and surname of the author(s) (only the first letters of the surname and first name should be in upper case),
- a centred, descriptive title,
- an abstract in the drafting language (French, English, German, Spanish, Italian) and a translation into English or French (1,500 characters including spaces)
- 3 to 5 keywords,
- a short biography of the author(s) in the drafting language and a translation into English,
- the bibliographic references of the paper

The maximum number of characters (33,000) includes spaces and notes, as well as the abstract, keywords, and bibliographic references of the paper.

Bibliographic and digital references:

These should be indicated at the end of the paper, in alphabetical order.

Notes

These should appear at the bottom of the page with a footnote reference. They must be in Times New Roman 10.

Citations

Citations (from texts or excerpts from interviews) should be inserted into the text in quotation marks.

Formatting

Italics should be used to mark foreign expressions or words.

Visual material

Visual material may be attached to papers. All images must be in JPEG format.