



UiO : **Department of Special Needs Education**
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International Student Mobility: Research-Tandems

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The myth of “scientific independence”:

- Individualism
- Exploitation of products
- Competition

(see an example of this rhetoric:

<https://smartsciencecareer.com/scientific-independence/>)

As antidote to:

- Hierarchy and loyalty (academic mafia mindset)
- Cheap labor
- Power

Both cause distress and mental health issues

Yet, science is a collective endeavor and ideas emerge in a *Wissensgeist* through dialogue, so....

...Mobility to create scientific interdependence!

- The goal is to push ideas forward through dialogue and still being productive.
- *Zone of proximal academic development.*
producing knowledge that cannot be produced alone.

What is the role of mobility in the current production of ideas and the decolonization of academia?

Research-tandem

- Complementary perspectives
- Interpersonal relations and peer collaboration
- Research-based learning
- International mobility
- Ideas over academic writing
- Defamiliarization
- Taking your time

Research-tandems is financed by the Norwegian Directorate for Higher Education and Skills - UTFORSK



Research-tandems: an innovative approach to students' international mobility and research skills

How does the tandem work?

- A pair of students (one insider from the host country and one outsider from the guest country) work on a joint MA thesis with 2 co-supervisors.
- The encounter provides an opportunity for a form of epistemological triangulation, opening to deeper analysis. Students will have to produce an international joint article from their thesis.
- The tandems can be formed by students from Oslo, Salvador da Bahia, and Shanghai
- You can be either **Guest** travelling or **Host in Oslo**



Expected outcomes

- 1) A strengthened international partnerships between Norwegian and relevant countries, achieved through:
 - 1.1 mutual student exchange;
 - 1.2 offering joint integrated educational activities; and
 - 1.3 creating joint arenas of knowledge development and sharing.

- 2) Enhancement of the quality and relevance of studies, achieved through:
 - 2.1 integrating research into higher education;
 - 2.3 including students into the international research environment; and
 - 2.5 implementing an innovative teaching approach (the “research-tandem” method explained in the next

3 pillar-activities

a) research-tandems;

b) accelerator seminars: one week of seminar with the participation of invited researchers, in which students work on the completion of an international research article strengthening their reciprocal understanding across 4 different cultural regions;

c) early and rapid publication.

Accelerator seminars

- Goal: to finish tandem article and submit
- 3 editions: Norway, China, Brazil
- At the end of each mobility period
- Duration 1 week
- Invited lecturers

Mobility's features

- 3rd semester preparation, 4th semester mobility+accelerator
- students travelling receive a flat monthly allowance and A/R flight
- ISP projects can focus on (but not exclusively):
 - Preschools and schooling in different cultures
 - Teachers development and training
 - Children's culture in everyday life
 - Preschool academic and play environments
 - Children and teacher pedagogical interactions
 - Parenting cultures
 - Borders in school
 - The role of the body in education
 - The role of imagination in education

How did we get here

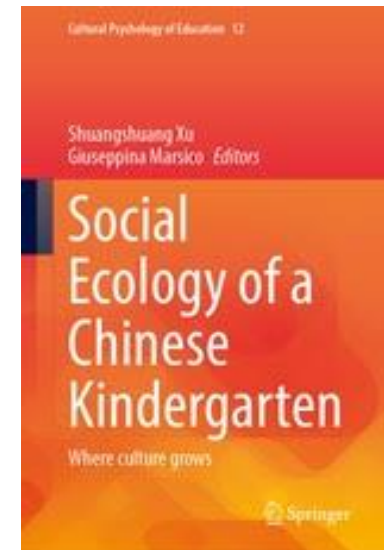
2018: The IBEF - Network of Excellence “Ideas for the Basic Education of the Future” on Innovative Learning, Teaching Environments and Practices is established in Shanghai

Summer 2018: 5 Luxembourg BA students mobility in Shanghai. First experiment of research-tandem.

Fall 2019: 3 Master students research tandem from Aalborg University (Denmark) to UFBA (Brazil)

2020: The 1st book is published by Springer 

2021-25: “Research-tandems: an innovative approach to improve students’ research skills”, is funded by the Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education



“**Clerici vagantes**” is a medieval Latin term meaning wandering students, ex-students, and even professors, moving from town to town and universities in search of learning and still more of adventure, nominally clerks but leading often very unclerical lives.

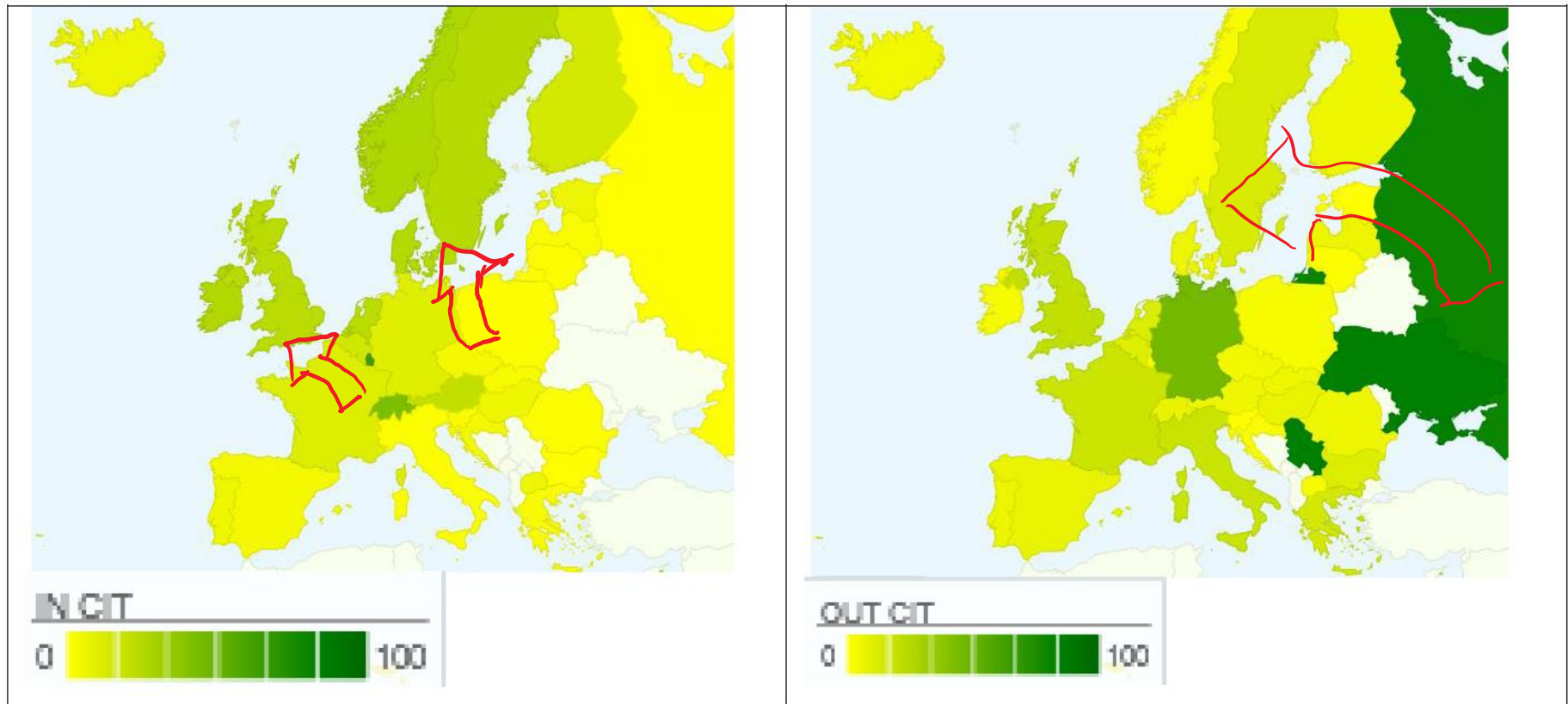


They played an important role in the literary atmosphere of the so-called Renaissance of the 12th century, for the kind of fresh poetry in medieval Latin called goliardic poetry, in which they satirically criticized the Medieval Church.

Mobility and local knowledge in co-genetic relation

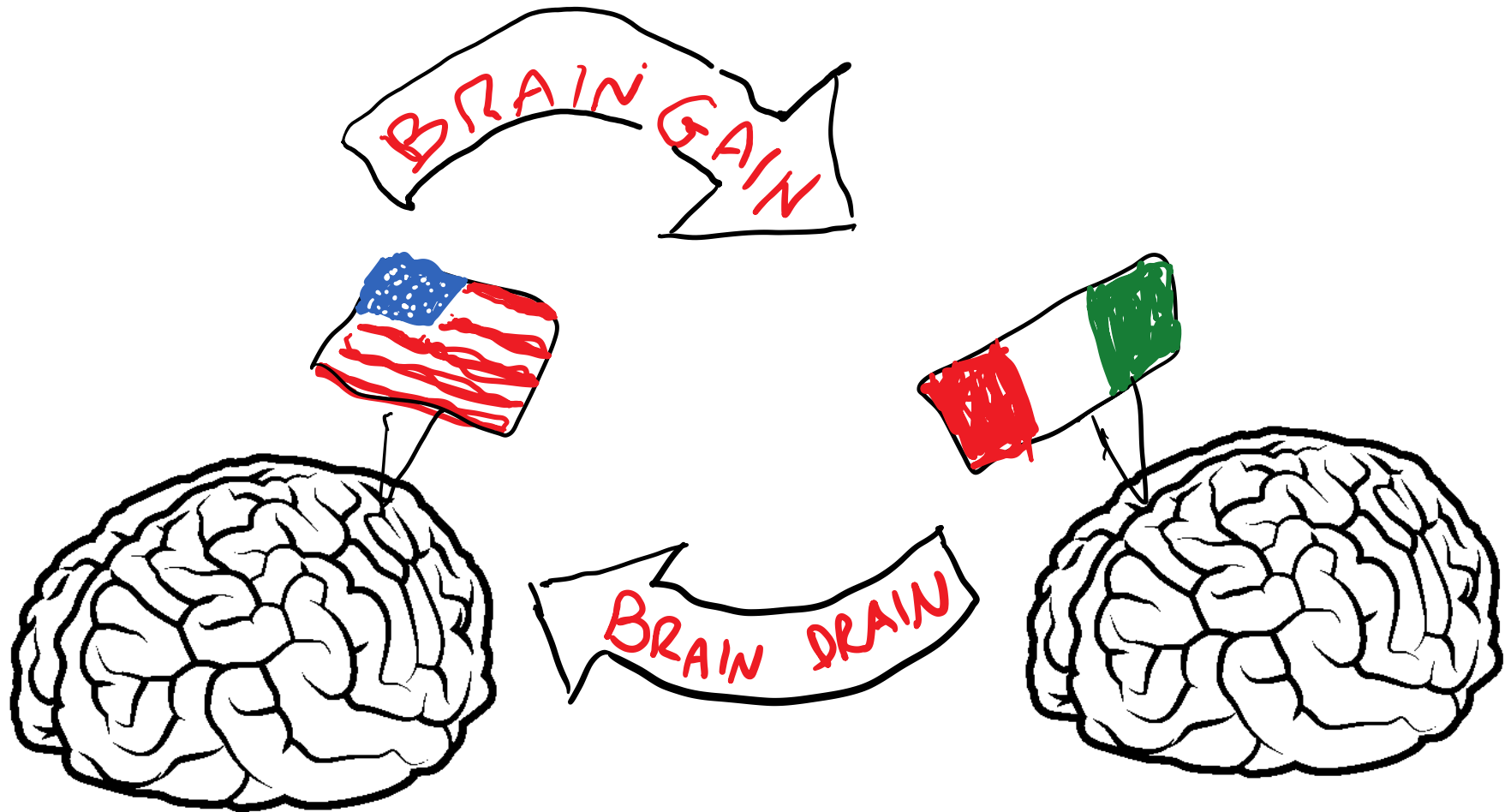
Academic pilgrimage vs Academic tourism

Figure 3 Rates of incoming and outgoing mobility with respect to citizenship country



Source: MORE2 Survey data, authors' calculations

Brains are not a commodity!

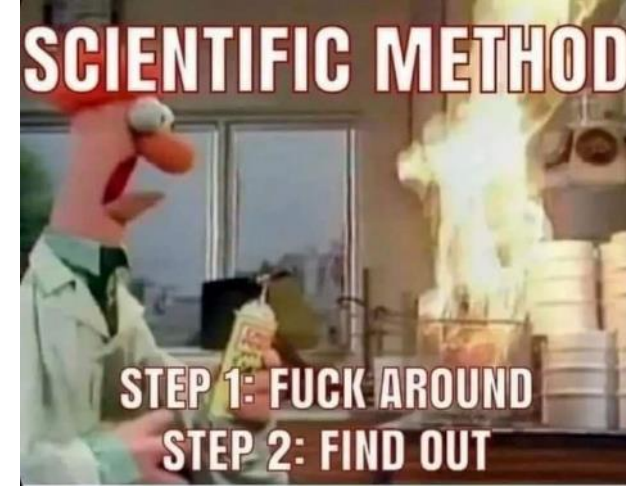
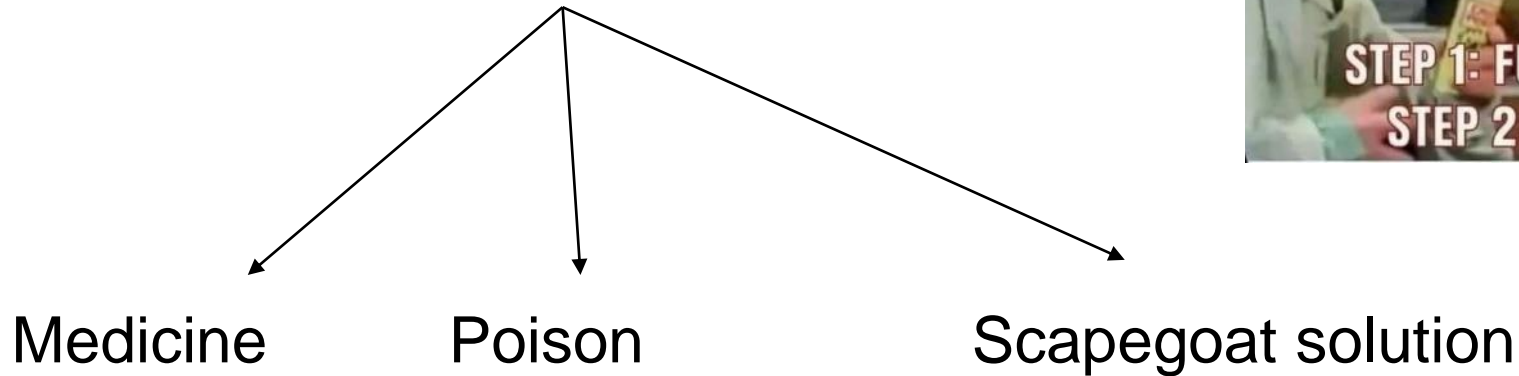


Decolonizing academic mobility

Sarah Jane Blithe & Renato Pereira Lima de Carvalho (2023) discuss the paradox of English colonization and a paradox of mobility.

- English as a *Pharmakon*
- Mobility as a political process that can reproduce inequalities and colonial practices.

Φάρμακον – Pharmakon



The *Pharmakon* can never be simply beneficial (Derrida, 1981, 99)

Is mobility a ritual of **Pharmakos**? A slave, a cripple, or a criminal was chosen and expelled from the community at times of disaster or crisis (famine, invasion, plague, etc.) to bring about purification. On the first day of the *Thargelia*, a festival of Apollo at Athens, two men, the pharmakoi, were exiled (maybe sacrificed) as an expiation. (Derrida, 1981)

Lingua franca?

“It is complicated, this issue with English. Some people don’t like it because they think English is the language of the dominant, like an oppression to make our students rely on English. I think you won’t find people who want to talk about it because they go against the Universidade, but everyone knows it is a problem.” (Blithe & Pereira Lima de Carvalho, 2023, 9)

Center/periphery

“We must form teams with researchers in the U.S. because they have all the resources for experiments. Their universities give so much money to learn, and I want to work with them. And I want them to hear what we have conducted in Brazil. Nobody knows about the work we do because everything focuses on the U.S., so we must go there and collaborate on research teams with them.” (Blithe & Pereira Lima de Carvalho, 2023, 13)

Challenges

- Rigidity of curricula
- Rigidity of calendars
- Rigidity of administrative procedures
- Cultural stereotypes
- Matching tandems (consequence of above points)

All the challenges depend on policies decisions



Here you can find all the details

<https://www.uio.no/studier/program/spesped-master/UTFORSK/index.html>



"There are no nations! There is only humanity. And if we don't come to understand that right soon, there will be no nations, because there will be no humanity." - Isaac Asimov



Thank you!



"There is no national science just as there is no national multiplication table; what is national is no longer science." - Anton Chekhov

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