



Rethinking Mobility: The IN.TUNE Perspective

Traditionally, **mobility** has been understood in its most physical sense—moving from one place to another. Whether it is crossing borders to study abroad, relocating for a job, or shifting between social or professional roles, mobility has long been associated with physical presence and geographical change.

In the academic world, this often meant students packing their bags to spend a semester at a partner university, or staff traveling to another institution for training or teaching. These experiences, while enriching, were often limited to those with the means, time, and support to make such moves.

However, in today's interconnected world, **mobility is evolving**.

IN.TUNE embraces a broader, more inclusive definition. Mobility is not just about physical movement—it's about **connection, exchange, and growth**, whether that happens across borders or across screens. Virtual mobility, hybrid formats, and digital collaboration is becoming an increasingly more important component in complementing the traditional exchanges or as stand-alone learning opportunities. It allows for more people to participate, share knowledge, and build networks—regardless of their physical location.

IN.TUNE mobility is about **creating opportunities for learning, teaching, research and professional development** that are accessible, meaningful, and seamlessly integrated into academic life. Whether it is a student joining a virtual exchange, a teacher participating in an online training or a researcher collaborating across continents, mobility in IN.TUNE is about **being in motion intellectually and professionally**, not just geographically.



Criteria for an Activity to Qualify as Mobility within IN.TUNE

Participants from Two or More Institutions

The activity must involve collaboration between at least two IN.TUNE institutions. This ensures intercultural exchange and institutional cooperation.

An Educational (Learning/Teaching) Activity and/or a Professional Development Dimension

This may include activities such as master-classes, workshops, ensemble or group coaching, collaborative productions, or research projects across disciplines including music, visual arts, design, theatre, dance, film, and other creative fields. It can also involve supervised study in areas such as performance practice, theory, methodology, or interdisciplinary approaches, fostering both artistic and scholarly development.

An Element of Preparation & Planning

Before mobility takes place, there should be clear planning, including clarification of learning outcomes, logistical arrangements, and coordination between institutions.

An Evaluation

There must be a process to assess the outcomes of the mobility. This could be through informal feedback, feedback forms, academic assessments, or reflective reports.

Specific Documentation (Such as Certifications, ECTS)

For physical mobility, participants should typically receive formal documentation of their participation. This might include certificates, transcripts, or ECTS credits.

A Substantial Content

The activity should be meaningful and rich in content, not just a brief or superficial engagement. It should contribute significantly to the participant's academic or professional development. A digital meeting is not sufficient to call something a mobility, but a virtual training might be.

The Ability to Replicate the Concept

The mobility model should be designed in a way that can be repeated or adapted by other institutions or in future iterations.



Types of Student Mobility in IN.TUNE

Long-Term Exchange at a Partner Institution

Students can study at a partner university for a semester or a full academic year. This fosters academic growth and cultural immersion.

Short-term Exchange at another Partner Institution

Shorter than one semester, these mobilities usually (but not necessarily) include both a physical and a virtual component. This format might be designed either for individual mobility, or a group-based mobility which is institutionally coordinated, designed and delivered across several institutions, such as Blended Intensive Programmes.

Virtual Exchange

Students engage in distance learning activities. This can include joint courses, collaborative projects, masterclasses and other types of learning situations.

Internship

Students or recent graduates undertake a professional placement abroad, often in a company, research center, or cultural institution, which might be connected to or recommended by an IN.TUNE institution.

Residency

In the context of arts or creative disciplines, a residency allows students to work intensively on a project in a new environment within the consortium, often culminating in a performance, exhibition, or presentation.

Degree Mobility

Students complete an entire degree (Bachelor's, Master's, or Doctorate) at a partner institution abroad.

Types of Staff Mobility in IN.TUNE

Teaching Mobility

Academic staff travel to a partner institution to deliver lectures, workshops, seminars or masterclasses.

Training Mobility

Staff participate in professional development activities such as job shadowing, workshops, or staff exchanges at another institution. Teachers taking part in the exchange of External Examiners will fall under this category.

Virtual Exchange

Staff engage in real-time virtual collaboration, co-teaching, or training sessions with colleagues and/ or students from partner institutions.