

*Journal of International Mobility*  
*Moving for education, training and research*

Call for Papers  
Special Issue No. 10

**The Impacts of the COVID-19 Crisis  
on the European and International Mobility  
of Learners**

Permanent Call for Papers

VARIA articles  
Reading notes  
Case studies

Submission of **abstracts** by **24 April 2022**  
Submission of **articles** by **17 July 2022**  
Contact: [revue@agence-erasmus.fr](mailto:revue@agence-erasmus.fr)

The multidisciplinary peer-reviewed *Journal of International Mobility*, published by PUF and led by Agence Erasmus+ France/Éducation Formation, brings together scientific papers on all aspects of international mobility in education and training in Europe and around the world. One of its objectives is to contribute to a better understanding of the issues, conditions and impact of mobility in order to provide material for the researchers and political decision makers who are called upon to support it.

Agence Erasmus+ France is launching its tenth call for papers for a special issue, which will be coordinated by Cécilia Brassier-Rodrigues (University of Clermont Auvergne, France) and Dorit Kluge (*VICTORIA Internationale Hochschule*, Germany).

This special issue is entitled: '**The Impacts of the COVID-19 Crisis on the European and International Mobility of Learners**'.

We are also looking for **Varia articles** on education and training mobility in Europe and around the world. Two other sections are also open for submissions: **reading notes** and a **case study** section (see details below). These contributions may be issued from several disciplinary fields: sociology, education sciences, history, geography, anthropology, economics, language didactics, etc.

### Special Issue

## The Impacts of the COVID-19 Crisis on the European and International Mobility of Learners

Issue coordinated by Cécilia Brassier-Rodrigues (University of Clermont Auvergne, France)  
and Dorit Kluge (*VICTORIA Internationale Hochschule*, Germany)

Since the early 2000s, European and international mobility for learners has grown significantly, in a favourable legislative and institutional context. In 2018, 5.6 million learners embarked on learning mobility around the world, an increase of 31% in 5 years. In response to this movement, a large volume of research has focused on European and international mobility for learners in recent years. Some studies argue in favour of immersion in an intercultural environment associated with learning abroad, as it promotes the acquisition of cross-disciplinary skills valued by companies. It is also understood to develop learners' employability, as well as their capacity to create social links (Anquetil, 2006; Bettahar & Gohard-Radenkovic, 2020; Blons-Pierre, 2016; Brassier-Rodrigues, 2015; Crescenzi et al., 2014; Dokou et al., 2021; Mikhaylov, 2014; Souto-Otero et al., 2019; Wolff & Borzikowsky, 2018). This view of European and international mobility naturally leads one to believe that the COVID-19 crisis will have had negative impacts on European and international exchanges for learners, making them difficult or even impossible. For example, in France, figures published by the National Observatory of Student Life for the academic year 2020-2021 state that for 17% of respondents, their European or international mobility was simply cancelled and only 58% of students whose mobility was maintained were actually able to go abroad (Belghith et al., 2021).

But this view does not reflect the full reality. The initial, rather quantitative idea of attracting an increasing number of learners to benefit from mobility has given way to a more general reflection on the quality and impact of the experience itself (Alexiadou et al., 2021; Ballatore, 2017; Calmand et al., 2018; Lima et al., 2019; de Hei et al., 2020; Dervin, 2016; Fantini, 2020; Hammersley et al., 2018; Mittelmeier et al., 2020; Robson & Wihlborg, 2019; Roy et al., 2018; Teichler, 2017; Van Mol et al., 2021). Thus, critical aspects have increasingly been taken into account. In recent years, a movement has shown concern over the excesses of a 'quasi-imperative for mobility' (Gohard-Radenkovic, 2017). Researchers warn against a 'proliferation of mobility' (Gohard-Radenkovic & Veillette, 2015), 'hypermobility' (Dervin & Ljalikova, 2007), 'hypomobility' (Dervin, 2007). Several studies look at 'non mobile'

students (Finn & Darmody, 2017; Salisbury et al., 2011; Smith & Khawaja, 2011), raise ethical issues (Buckner & Stein, 2019), reveal the environmental costs of European and international learner mobility (Shields, 2019) and call on higher education institutions to take all these elements into consideration in their policies on sustainable development. With this more general understanding of European and international mobility, the impacts of the COVID-19 crisis are perceived differently.

The health crisis has forced institutions to rethink traditional mobility, as its limits have become increasingly visible, and to redesign models for providing learners with international experience (Erlich et al., 2021). Since 2020, European and international mobility for learners has thus evolved, adapted and transformed. Those involved in mobility have modulated their schemes to allow young people to benefit differently from European and international experiences. This special issue aims to highlight these developments and transformations by examining the impacts of the COVID-19 crisis on European and international mobility.

Some of the questions to be answered by the contributions are:

- What were the systemic effects of the crisis? How did the health crisis bring long-lasting change to internationalisation practices (structures, their organisation, tools used, state measures, etc.)?
- Faced with the relative immobilisation of learners, what alternative strategies have the various education sectors (higher education institutions, secondary schools, apprenticeship training centres, vocational training centres, schools, etc.) used to compensate for unfulfilled mobility? What are the success factors and weaknesses of these strategies?
- In what way(s) has the current context (health, environmental, etc.) changed the pedagogical practices of teachers wishing to add an international dimension to their learners' pathways? How do these new internationalisation practices reconfigure the role of the teacher and the relationship with the learner?
- What results have been observed in the development of language and intercultural skills by learners, and the creation of social links between learners? Are these new internationalisation schemes conducive to the development of new skills? How do they differ from mobility carried out entirely abroad?
- How do young people react to these new internationalisation and teaching arrangements (hybrid mobility, internationalisation activities at home, etc.)? What are the motivations or obstacles involved?
- Do alternatives to traditional mobility promote the inclusion of new audiences? These may include vulnerable groups or, more generally, so-called 'non mobile' groups, i.e. young people who have not benefited from European or international physical mobility.
- What do companies think about new forms of internationalisation (hybrid mobility, internationalisation activities at home, etc.)? Do they place them the same value on these experiences as mobilities carried out entirely abroad?
- What are the impacts of the new internationalisation practices on the different stakeholders of the ecosystem (schools, teachers, learners, companies, host societies)? How can these effects be measured?

These proposals are not exclusive of other proposals relating to the theme of this issue.

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## How to submit an article

Please send the summary of your proposed contribution (**2500 characters including spaces**) by e-mail (Word document) to [revue@agence-erasmus.fr](mailto:revue@agence-erasmus.fr) before **24 April 2022**.

Each abstract will be reviewed anonymously by two members of the scientific committee and feedback will be given to all authors (before **9 May**): proposal accepted without reservation, proposal accepted with minor reservation, with major reservation, proposal rejected.

Following this preselection of contributions, you will, if applicable, send your full article before **17 July 2022**. The article will be evaluated anonymously by two members of the scientific committee. There are four possible responses to the evaluation: article accepted, article accepted with request for minor changes, request for major changes, article rejected. In the event of request for major changes, you will be asked to attach a page explaining the changes to the revised article, and your article will be re-evaluated.

Languages accepted: English, French, Spanish, Italian or German.

### Calendar

Deadline for submission of abstracts: **24 April 2022** (feedback from the scientific committee before 9 May)

Deadline for submission of full articles: **17 July 2022**

Feedback to authors: **September 2022**

Publication: **June 2023**

### Abstract format

Number of characters: **2500 maximum**, including title, keywords, short bibliography and spaces.

### Full article format

Number of characters: **33,000 maximum**, including footnotes, spaces, abstract, keywords and bibliographic references of the article.

Proposals should include:

- the surname and first name of the author(s) (only the first letters of the surname and first name should be capitalised),
- an explicit title (centred),
- an abstract in the language of the article (English, French, German, Spanish, Italian) and its translation into English or French (approx. 1500 characters including spaces),
- 3 to 5 keywords,
- a short biography of the author in the language of the article, translated into English,
- the bibliographical references of the article.

### Formatting guidelines

Font: Times New Roman 12. Line spacing: 1.15.

The bibliography and website references are to be given at the end of the article, in alphabetical order.

Footnotes should appear at the bottom of the page in Times New Roman 10, single-spaced.

Quotations (author or interview extract) must be inserted in the text between inverted commas, without italics, in Times New Roman 10, single-spaced.

Foreign language expressions or terms should be italicised.

Iconographic documents may be included in the article. Images must be free of copyright and in JPEG format.

## Permanent call for papers

The journal also welcomes contributions for its various sections, besides the call for contributions on a particular theme (languages accepted: French, English, Spanish, Italian and German). Contributions may be made in various disciplines: sociology, educational sciences, history, geography, anthropology, economics, language didactics, etc.

### - **Varia section**

This section is intended for articles on various topics in the field of European and international education and training mobility studies.

### - **'Case Studies' section**

The 'Case Studies' section is intended to strengthen the link between theory and practice by welcoming contributions from professionals with expertise in the field of education and training mobility. This section can include presentations of practical cases, educational experimentations, specific tools, etc.

### **Format of contributions**

**33,000 characters** maximum, including notes, spaces, abstract, keywords and bibliographic references.

The article must be formatted according to the editorial standards of the journal.

### **Evaluation methods and how to submit contributions**

Full articles may be sent to the following address: [revue@agence-erasmus.fr](mailto:revue@agence-erasmus.fr)

Each contribution will be reviewed anonymously by two members of the scientific committee and feedback will be provided to all authors. There are four possible responses to the evaluation: article accepted, article accepted with request for minor changes, request for major changes, article rejected. In the event of request of major changes, you will be asked to attach a page explaining the changes to the revised article, and your article will be re-evaluated.

If the contribution is accepted, it will be included in the next issue to be published, depending on the possibilities offered by the publication schedule.

### - **'Reading Notes' section**

The 'Reading Notes' section offers the contributor the possibility of presenting the content of a recent work in a synthetic and critical manner. The notes should give an account of the work, highlighting its contributions and limitations. The aim is not only to present a summary of the content, but also to offer a critical analysis of the directions taken, the problematisation of the subject, the methodology adopted and the results obtained. In addition, the notes should endeavour to put the work into perspective with the existing literature and the topics covered by the *JIM*.

### **Format of contributions**

**10,000 characters** maximum, including spaces and footnotes.

The text should be formatted according to the editorial standards of the journal.

### **Evaluation methods and how to submit contributions**

You can send your contributions **at any time** to the following address [revue@agence-erasmus.fr](mailto:revue@agence-erasmus.fr)

A blind assessment of the contributions will be conducted by a member of the journal's scientific committee. The outcome of the evaluation will be communicated to the author as soon as possible. If the contribution is accepted, it will be included in the next issue to be published.