

Effects of the Erasmus Programme on Chinese Universities and University Students: A Case-study of Chinese students studying in Poland

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Abstract

This study delves into the largely uncharted territory of Chinese student experiences within the Erasmus Programme (EP). Notwithstanding the extensive research on EP's impact on students from European countries, the experiences of students from non-European nations remain underexplored. This research thus aims to fill this gap by examining the experiences of Chinese students who participated in the EP at a Polish university, and the perception of EP within Chinese Higher Education institutions. To accomplish this, the Developmental Model of Intercultural Sensitivity (DMIS) was employed as the theoretical framework. Data were collected through semi-structured interviews with 4 administrators and 9 Chinese students who completed their exchange program in Poland. Findings reveal a nuanced perception of the EP at the institutional level in China. Chinese universities appreciate the EP's emphasis on international partnership but express concern over limited opportunities and resources to expand connections with additional European institutions. A clear divergence in recognition of the EP from other study abroad programs is also observed. From a student perspective, the relevance of the concept of global citizenship emerged as a significant theme, with students expressing varying attitudes towards it. The study delves into the transformative changes in the students' perspectives during their time abroad, including their appraisal of events and their long-term educational and professional outlooks. It also sheds light on their pre-programme views, the resources they relied upon to gain knowledge, the challenges they faced and how they resolved them, and their assessment of the EP and life abroad.

Keywords: Erasmus Programme, Chinese international students, Internationalization, Intercultural communication, Study abroad