



## Teacher or administrative employee experience story

- Name, surname – Tatia Kharabadze (Head of Quality Assurance Service)
- Sending university - Central European University (Kutaisi, Georgia)
- Mobility Country - Latvia
- Receiving university/company - Alberta College
- Activity – training mobility
- Duration of mobility period - 10.03.-14.03.2025.



## Erasmus+ Mobility Experience

It is always interesting and essential for me to take advantage of opportunities and maximize the sharing of international best practices. I firmly believe that educational institutions' development, the methodologies' refinement, and alignment with international standards are best achieved through exposure to diverse experiences and collaboration with global partners. By engaging in such exchanges, institutions can enhance their academic and administrative frameworks, improve quality assurance mechanisms, and ensure that their programs remain competitive and relevant in the ever-evolving educational landscape.



I first learned about the mobility opportunity at Alberta College through the International Relations Office of Central European University, which made this information accessible to all administrative staff. Based on my professional interests and aspirations for institutional development, I decided to apply for the program. The selection process involved multiple stages, including an evaluation of my language proficiency and an assessment of my understanding of the mobility topic. Successfully passing these steps enabled me to take part in this enriching experience.

The mobility experience at Alberta College turned out to be highly engaging, enjoyable, and productive. Over the week, I had the opportunity to participate in a series of meetings with representatives from the quality assurance office, the international relations department, and various other divisions. The initial phase of these meetings was dedicated to gaining a deeper understanding of the host institution, including its history, organizational structure, quality assurance strategies, and educational

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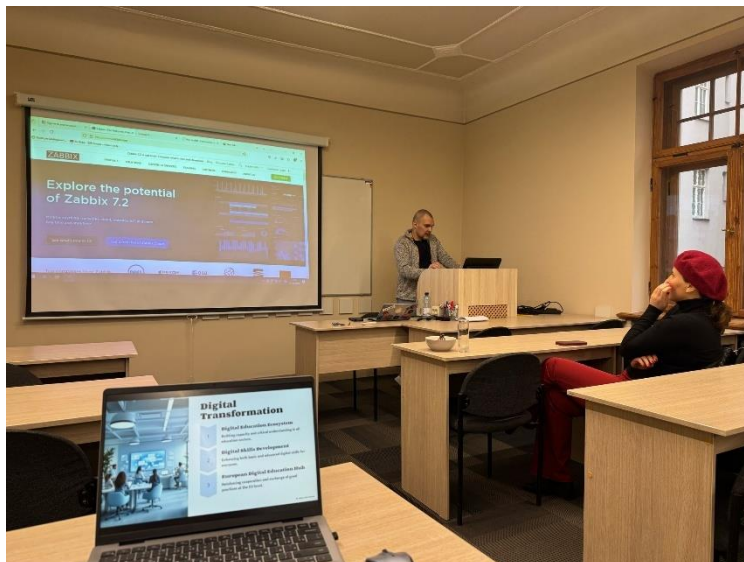
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programs. We engaged in discussions about best practices, identifying key similarities in approaches, as well as notable differences and challenges that institutions face in different contexts.

A significant portion of the working sessions was devoted to the role of artificial intelligence in the learning process, strategies for academic staff development, and methods for enhancing student engagement in quality assurance mechanisms. Additionally, we explored the key policies and strategic priorities guiding international relations at the institution. One of the major outcomes of these discussions was the planning of collaborative activities, including joint participation in international student conferences, which will help foster stronger connections between institutions and provide valuable academic opportunities for students.

One of the most insightful aspects of my visit was the detailed discussion on distance learning mechanisms and best practices. Unlike Georgia, where online and hybrid learning models are still developing, Alberta College has successfully implemented a hybrid teaching approach that balances in-person and remote education effectively. During the discussions, we closely examined the Moodle platform, exploring its functionalities and assessing its efficiency in supporting digital education. Additionally, we reviewed the range of supplementary resources available to enhance the online learning experience, ensuring that students and faculty members can maximize the benefits of digital tools.



It is particularly worth mentioning that the administrative staff of the host institution were highly motivated, competent, and deeply engaged in every aspect of the mobility program. Their enthusiasm for institutional development and knowledge sharing created an environment conducive to meaningful discussions and collaboration.

For me, one of the most valuable aspects of this mobility experience was the opportunity to gain firsthand insights into effective distance learning methodologies, observe best practices in action, and explore practical ways to integrate these approaches into my institution. Seeing how a well-established hybrid learning system operates in practice provided me with a clearer vision of how similar innovations could be implemented in the Georgian educational context.

For those planning to participate in similar mobility programs in the future, I would strongly recommend conducting thorough research on the host institution beforehand, gaining a deep understanding of its key functions, academic structure, and strategic goals. This will enable participants to engage more effectively in discussions, ask relevant questions, and maximize the benefits of the experience. By making the most of these opportunities, participants can contribute to the enhancement of their home institutions and help drive meaningful progress in the field of education.