Role of Technology in Facilitating International Student Mobility: Systematic Literature and Mapping Study Approaches

Anggi Aprizal [1], *Dimas* Bagus Wiranatakusuma[2], *Mochamad* Rizki[3], *Mariska* Intan Sari[4], *Monica* Kis Al Zahra[5], *Zalina* Zainal[6]

[1] Master of Economics, Postgraduate Program, Universitas Muhammadiyah Yogyakarta, Indonesia
[2] Department of Economics, Faculty of Economics and Business, Universitas Muhammadiyah Yogyakarta, Indonesia
[3] Master of Economics, Postgraduate Program, Universiti Malaysia Terengganu, Malaysia
[4] Department of English Literature, Faculty of Education and Language, Universitas Muhammadiyah Yogyakarta, Indonesia
[5]Bachelor Student of International Undergraduate Program, Department of Economics, Faculty of Economics and Business, Universitas Muhammadiyah Yogyakarta, Indonesia.
[6]School of Economics, Banking, and Finance, Universiti Utara Malaysia, Malaysia

Abstract. Programs for student mobility have grown in importance as part of international higher education. as technology develops, student mobility programs also go through major changes that affect how these programs are created, conducted, and accessed. This research reviews literature related to student mobility programs and technological use published in the reputable international journal Scopus. This methodology uses a systematic literature review and mapping study approach. The results of the review show that the trends in using technology for student mobility program activities are related to skills, personal maturity, professionalism and self-confidence while providing provisions for building student careers. Apart from that, technology in student mobility program activities is benefited in terms of governance of mobility programs. In addition, future trends related to studies of the relationship between technology and student mobility programs are related to issues of academic outcomes, school climate, customer analytics, and global skill opportunities. Therefore, this study is significant for exploring the linkage between technology use and pursuing student mobility programs.

Keywords: Student Mobility Program, Higher Education, Internationalization, Systematic Literature Review

1. Introduction

Programs for student mobility have grown in importance as part of international higher education program. Through this program, students can develop their language abilities, expand their global network, and gain experience traveling abroad. But as technology develops, student mobility programs also go through major changes that affect how these programs are created, carried out, and accessed [16-32].

Aside from that, during the past few decades, international student mobility programs have changed in a variety of ways. such as improved accessibility, online and hybrid learning, and Better Program Management. Furthermore, the program's virtual exchange eliminates the need for physical travel by electronically connecting students from other countries through digital communication channels. This offers

another choice when traveling abroad is restricted. Credentialing and e-portfolios allow students to document and display the information and experiences they have gained from the mobility program. Accreditation for credits earned abroad is also made easier by credentialing technology. Learning that is both individualized and adaptive was thus produced. Through the utilization of adaptive learning technologies, students who are mobile can access their education [8-20].

Student mobility programs now offer more access, increased efficiency, and a more individualized learning experience. The potential for innovation and raising the standard of higher education through technology is tremendous, even though there are still obstacles to overcome [21]. Student mobility programs have the potential to develop further and benefit both students and educational institutions more greatly with more study and planned implementation [35]. This serves as the foundation for the research's examination and analysis of studies on student mobility programs and the application of modern technology.

International student mobility is increasing rapidly, providing valuable opportunities for academic and personal growth. However, the use of technology in education faces various challenges [7]. Differences in technological infrastructure between countries and institutions can make it difficult for students to access the internet and technological support. Students also often face cybersecurity and data privacy risks, as well as difficulties due to language barriers [14]. Cultural differences can exacerbate problems in using technology designed for a particular context. Overcoming these challenges is important to ensure international students can utilize technology effectively and achieve their academic goals [33]. Based on this background study, this study aims to analysis trends in using technology for student mobility program activities. The study starts with introduction and continues with research methodology, result and discussion as well as conclusion.

2. Research Methodology

This study examines 39 publications from scientific journals that Scopus has indexed using qualitative methodologies in two different ways: a systematic mapping study and a systematic literature review. A thorough and organized technique for analyzing texts, content, and documents that are directly relevant to the research issue is the systematic literature review [17, 18, 41]. Unlike systemic literature evaluations, systematic mapping studies are typically carried out for more expansive study areas. Results on the research topic are typically presented as clusters and classifications of the data. On occasion, it is done to determine potential directions for future study on a given subject [28–31]. The advantage of qualitative approaches for content analysis is their flexibility in terms of text collection, translation, and interpretation by the researcher. To make the distribution of structured and unstructured texts well-organized and enable accurate research question answering, text interpretation can be divided into concepts, themes, and subjects [42]. As a result, the text of the 39 publications that were analysed can be categorized, arranged, and classified in this study to highlight problems and subjects that have not or have been the subject of earlier research on student mobility programs.

The first stage is pre-identifying the topic and research questions. Determining the topic and research questions was carried out by studying and reviewing reviews of previous articles which discussed the topic and structure of research questions relevant to *the student mobility program.* Consequently, the item

identification stage is the next (second) step. By entering the term "student mobility program" in the search field and choosing the "Reference" search method, articles were found in the crossref, google scholar, PubMed, Scopus, semantic scholar, and web of science databases. The next step is to execute the search by selecting the "Search" menu after entering the keywords. A list of 102 articles with a variety of subjects and titles from all years and document kinds was then generated by the search procedure.

As a result, the third and last phase was screening, which reduced the total number of documents by choosing only English-language and document-type articles—of which there were 39. At the fourth step of the study, known as eligibility or feasibility, 39 papers were found through a search method and chosen to serve as the unit of analysis. In addition, the publication of articles in scientific journals indexed in Crossref, Google Scholar, PubMed, Scopus, Semantic Scholar, and Web of Science, as well as the relevance of topics, themes, and titles to the student mobility program, were taken into consideration when choosing this article for publication during the 2015–2024 period. Additionally, the document file quality—which helps with the coding and text categorization process and is legible by the data analysis software used—is taken into consideration when choosing it. Fifth, add article step: 39 chosen articles are searched for publication opportunities, enabling downloads and folder placements on computers. In addition, each article is input into the article management program "Mendeley" after it has been downloaded and saved in a computer folder. Nonetheless, RIS files are exported from publications that have been added to Mendeley. Software for data analysis, such as VOSVIEVER, receives RIS files. Publish or Perish and Microsoft Excel 365 are two more tools that researchers can use to produce graphs, images, maps, and citations.

3. Results and Discussion

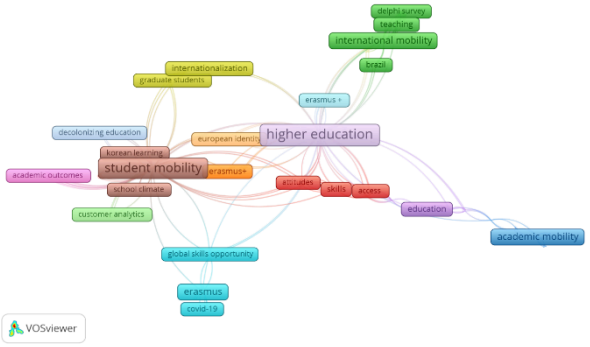
3.1 Vosviewer Analysis Results and Classification Characteristics of Student Mobility Program Research Data in Various Categories

3.1.1 Vosviewer Analysis

Based on the results of the article selection process using the *systematic literature review and mapping study method* by observing 102 journals, 39 studies related to student mobility programs were obtained which were analyzed using VosViewer software. Vosviewer is a software tool for creating maps based on network data and for visualizing and exploring maps [37]. In this case, it is to display keyword patterns that are distributed based on research that is observed and relevant. Vosviewer has 3 visualization categories including network visualization, overly visualization and density visualization.

Network visualization functions to review keywords that have a strong relationship with other keywords. Figure 2 is *a network visualization* based on keyword patterns from 39 previous studies produced with Vosviewer software. Network visualization produces clusters as a place to collect words that have the closest network to each other. Cluster 1 Chocolate consists of student mobility, Korean learning, and school climate. Cluster 2 light purple consists of higher education and education. Next, green cluster 3 consists of international mobility, Brazil Delphi survey, and teaching. Cluster 4 Red consists of attitudes, skills, and access. Cluster 5 yellow consists of internationalization and graduate students.

Cluster 6 orange consists of Erasmus and European Identity. Cluster 7 blue consists of academic mobility. Finally, cluster 8 is purple academic outcomes.

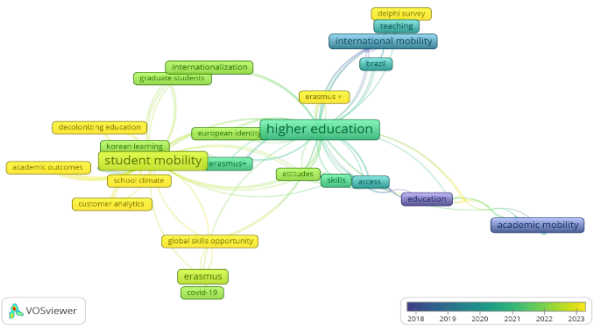


Source: Authors' Analysis (Vosviewer 2024)

Figure 1: Student Mobility Program Visualization Network

In the network visualization, the size of the boxes and keywords in Figure 1 represents the weight of each keyword. The larger the box size, the larger and more prominent the research network is. The line connecting the two keywords indicates that they appear together. While the distance between boxes reflects the strength of the relationship between the keywords, shorter distances between boxes indicate stronger connections. Boxes with the same color indicate that the keywords are in the same cluster. The largest box produces a visualization *of higher education* which has a prominent and strong relationship with *student mobility studies.*

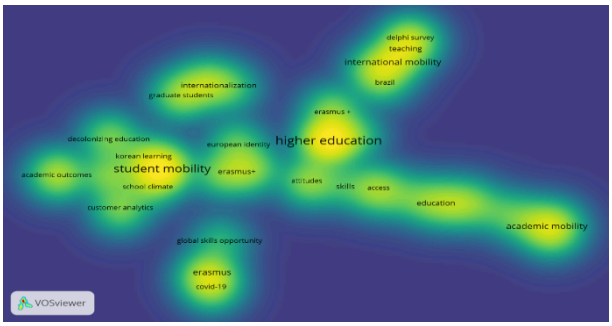
The next visualization is the visualization overlay. Figure 2 shows a visualization overlay of 39 previous studies related to community empowerment. The visualization overlay serves to review trending issues related to the research topic. The latest or newest trends in mirrors in yellow. The further towards yellow, the more recent research is related to that topic. Based on the image below, there are several recent issues related to the topic of student mobility programs including: academic outcomes, decolonizing education, Erasmus+, Delphi survey, school climate, customer analytics, and global skill opportunity



Source: Authors' Analysis (Vosviwer 2024)

Figure 2. Overview of the Student Mobility Program

Apart from that, there is the last visualization in the VosViewer analysis, namely *density visualization.* This visualization is useful for seeing the dominant issues related to the topic being reviewed. The lighter the color, the more recent research is related to the topic. Based on Figure 3, there are several dominant issues related to the topic of student mobility program, including: Student mobility, higher education, academic mobility, academic outcomes, Erasmus, Covid 19, education, access, attitudes, international mobility, teaching, and internationalization. Meanwhile, issues that are not yet dominant are reflected in the dim colors, including: Skills, global skills opportunity, school climate, and decolonizing.



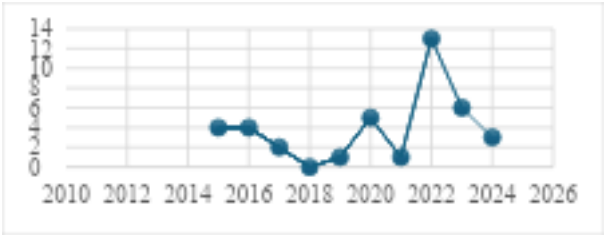
Source: Authors' Analysis (Vosviewer, 2024)

Figure 3. Density Visualization of the Student Mobility Program

3.1.2 Classification of Student Mobility Program Research Data Characteristics

This research was conducted by analyzing and reviewing 39 research articles related to the topic of student mobility programs, which were published in Scopus indexed journals, between 2015-2024. The following are several classifications and characteristics obtained from the results of the review of research articles.

Classification by year of publication



Source: Authors' Analysis (Ms Excel 365)

Figure 4. Student Mobility Publication Trends in the last 10 years

Based on Figure 4, it shows the results of publication trends related to the student mobility program during the 10 years of observation that have fluctuated from year to year. Student mobility program publications experienced fluctuations from 2015 to 2024. Publications experienced a negative upward trend in 2023, which decreased by half from the previous period. Publications related to the

student mobility program experienced a positive increase and were the highest in 2022 with 13 articles out of 39 articles reviewed. The trend of increasing the highest number of scientific articles published in 2022 shows that scholars, researchers and practitioners are starting to pay attention to the very important issue of student mobility programs, especially in that year.

Classification by Country

Source: Authors' Analysis (Ms Excel 365)

Figure 5. Map of distribution of Student Mobility Program articles throughout the world

Figure 5 shows the distribution of studies on *student mobility programs* over the last 10 years, which have received attention from many countries, including Australia, Bangladesh, Brazil, Canada, Germany, Greece, Hong Kong, Hungary, Ireland, Italy, Japan, Kazakhstan, Netherlands, Poland, Portugal, Romania, Russia, Singapore, Spain, Sweden, Switzerland, United Kingdom, Ukraine, and United States of America. This study classifies all these countries into two groups based on trends in the number of publications produced. The first cluster consists of countries that have published more than 1 article including the United Kingdom, Spain, Netherlands, Switzerland, Portugal, and Romania. The first cluster is dominated by the United Kingdom with 13 publications and other countries in the first cluster with 5, 4, 3, 3, 2 and 2 articles related to student mobility programs respectively. Meanwhile the second cluster consists of countries that have published only 1 article including Australia, Bangladesh, Brazil, Canada, Germany, Greece, Hong Kong, Hungary, Ireland, Italy, Japan, Kazakhstan, Poland, Russia, Singapore, Sweden, Ukraine, and United States of America

However, the number of scientific articles published by these countries, especially the United Kingdom, cannot be separated from the existence of credible universities and research institutions. The existence of these universities and institutions has made many scholars and researchers interested in conducting studies on *student mobility. program.* This also confirms that the United Kingdom has the highest focus on student mobility programs compared to other countries, including the Netherlands, Portugal, Romania, Spain, Switzerland, and other countries. With the existence of universities and agencies that are interested in the topic of *student mobility programs,* the United Kingdom has become the highest contributor to publications.

Classification Based on Research Method Approach

Table 1. Classification Based on Research Method Approach

RESEARCH METHOD	TOTAL	PERCENTAGE
Quantitative	7	17.95
Qualitative	31	79.49
Mixed	1	2.56

Source: Authors' Analysis (Ms Excel 365)

The classification of papers based on the methodological approach used by the author is shown in Table 1. Based on the results of a review of 39 papers, there are three categories: quantitative approach, qualitative approach, and mixed methods. 7 papers, namely 17.95%, use quantitative. 31 papers or 79.49% used a qualitative approach and the rest used a quantitative approach, a mixed methods approach.

Classification Based on Factors or Indicators

Table 2. Classification Based on Factors

Factor	Total	Percentage
Experience	5	12.82
Environment (Education)	5	12.82
Skills	3	7.69
Home Location	2	5.13
Social network	2	5.13
Access	2	5.13
Curriculum	2	5.13
Gender Gap	2	5.13
Individual Behavior	2	5.13
Quality Of University	2	5.13
University Image	2	5.13
Percentage		**74.36%**

Source: Authors' Analysis (Ms Excel 365)

Based on table 2, it shows that there are several factors or indicators that are dominantly used in research related to student mobility programs. Experience and Environment factors are the dominant factors with 5 occurrences each from the 39 articles reviewed, then followed by skill factors with 3 occurrences and 2 occurrences each such as home location, social, Home Location Social Network, Access, Curriculum, Gender Gap, Individual Behavior, Quality of University, University Image and the rest are influenced by outside factors.

Classification Based on the Distribution of Issues in the Student Mobility Program

Table 3. Classification Based on Topic

Topics	Total	Percentage
Governance Mobility Program	22	56.41
Academic Mobility	6	15.38

Career Development	4	10.25
Experience Mobility	4	10.25
International Mobility in Higher Education	3	7.69
Total	39	100%

Source: Author's Analysis (Ms Excel 365)

Based on table 3, it shows that the classification of topics related to *student mobility programs* is Career Development with 22 articles or 56 percent, then Academic Mobility with 6 articles, International Mobility in Higher Education and Governance Mobility Program with 4 articles each. Lastly, Experience Mobility with 3 articles.

3.1.3 Existing Research

Governance Mobility Program

[12] these findings show that the technology namely AQUA-TNET which is useful for monitoring and disseminating comprehensive information regarding *student and staff mobility* so that it will improve the quality of the academic discipline that will be obtained. Similar research related to optimizing technology in student mobility programs such as promotion, administration, virtual programs, inclusiveness, communication, and funding or scholarships has been carried out by [9, 11, 13, 15, 22, 21, 27, 29, 34, 40].

Academic Mobility

[25] shows that there are several important things in student abroad and academic mobility such as financial costs, initial desires, and academic abilities. Apart from that, considering motivation, capital city, metropolitan area, exchange destination are important factors in students' decisions in carrying out academic mobility, citing findings [3, 24, 39, 40]

Career Development

[35], shows that *International Student Mobility* helps students develop career development such as personal maturity, professionalism and self-confidence. Similar things have been done by [4,5] which shows that *International Student Mobility* has an impact on the formation of international competencies and skills for student career development.

Experience Mobility

[21] these findings show that students who participate in mobility programs tend to increase their cultural awareness providing additional experiences for students. Similar research has been carried out before by [1, 2,], each of whom discovered and gained experiences such as international perceptions, personal adaptation, culture from the results of the mobility program

International Mobility in Higher Education

[31], these findings show that *International Higher Education* is seen as à force of change for higher education, especially physical or direct mobility. These findings are in line with [11]. These findings show that internationalization through mobility programs influences higher education *branding and reputation, and these* findings suggest that students whose parents have higher levels of education and higher incomes are more likely to participate in mobility programs.

3.2 Discussion

The role of technology in the International Mobility Program is increasingly becoming a crucial aspect that determines the success and effectiveness of the program. Technology not only facilitates communication across borders and cultures, but also enables more efficient administration and logistics management [19]. In this context, various digital platforms and technological tools have been implemented to support various aspects of international mobility, from the application process to the integration of participants in the destination country [26]. Findings from this research indicate that appropriate use of technology can strengthen participant experiences, increase program accessibility, and accelerate adaptation in new environments. Therefore, this discussion will explore how technology contributes to the success of the International Mobility Program.

The application of technology in international mobility programs plays an important role as a catalyst for new approaches in educational governance. The role of technology in increasing international student mobility is reflected in several important aspects:

According to [11], technology plays a role in decision making and monitoring in the promotion of student mobility programs. Apart from that, technology is also used to monitor the progress of the program. Meanwhile, [20] highlight how technology accelerates and simplifies the administrative processes for students and staff involved in these mobility programs. Research by [15] outline the various roles of technology in facilitating international mobility programs. Technology supports technology-based curricula and technology-based workplace training, including internships. In addition, networks between universities and industry are strengthened using technology. In the case of mobility financing, technology is used to manage scholarships and facilitate program coordination. Information technology also makes it possible to provide distance learning, so students can participate in mobility programs without having to physically move. Overall, the application of technology in international mobility programs not only increases administrative and monitoring efficiency, but also expands the accessibility and flexibility of education for students around the world.

4. Conclusion

One of the trends in using technology in student mobility program activities is related to skills, personal maturity, professionalism and self-confidence while providing provisions for building student careers. Technology in student mobility program activities is benefited in terms of mobility program governance, for example promotions, administration, virtual programs, inclusiveness, communication, and funding or scholarships. Future trends related to studying the relationship between technology and student mobility programs are related to the issues of academic outcomes, school climate, customer analytics, and global skill opportunities

Bibliography

1. Abdina, AK, Abdildina, HS, Gappasova, AG, Kakimzhanova, MK, Valerievich, D., & Sadykova, TM. Foreign students' social adaptation to the educational environment of a higher educational institution: By the example of S. Seifullin Kazakh Agro Technical University. *Mediterranean journal of social sciences, 6* (5), 184-194. (2015)
2. Alamo-Vera, F.R., Hernández-López, L., Ballesteros-Rodríguez, J.L., & De Saa-Perez, P. Competence development and employability expectations: A gender perspective of mobility programs in higher education. *Administrative Sciences, 10* (3), 74. (2020).
3. Ashida, A., & Ishizaka, H. Effects of changing from on-site to online distance classes on graduate students' help-seeking: lessons for sustainable teaching and learning from the COVID-19 pandemic. *Asia Pacific Education Review, 23* (4), 653-667. (2022).
4. Borgonovi, F., & Marconi, G. Inequality in Higher Education: Why Did Expanding Access Not Reduce Skill Inequality? *Open Educational Studies, 2* (1), 312-343. (2020).
5. Butum, L. The importance of international experience for Romanian students in pursuing career priorities. *Management & Marketing, 12* (1), 155-170. (2017).
6. Cairns, D., & França, T. Managing student mobility during the COVID-19 Pandemic: An immobility turn in internationalized learning? *Societies, 12* (4), 105. (2022).
7. Cheung, S. K., Kwok, L. F., Phusavat, K., & Yang, H. H. Shaping the future learning environments with smart elements: challenges and opportunities. International Journal of Educational Technology in Higher Education, 18, 1-9. (2021)
8. Choudaha, R., & De Wit, H. Challenges and opportunities for global student mobility in the future: A comparative and critical analysis. *Internationalization of higher education and global mobility, 23,* 19-13. (2014).
9. Cuzzocrea, V., & Krzaklewska, E. Erasmus students' motivations in motion: understanding super-mobility in higher education. *Higher Education, 85* (3), 571-585. (2023).
10. Dias Lopes, A. International mobility and educational inequality among Brazilian undergraduate students. *Higher Education, 80* (4), 779-796. (2020).
11. Di Pietro, G. Does an international academic environment promote study abroad? *Journal of Studies in International Education, 26* (1), 3-20. (2022).
12. Eleftheriou, M., Reuver, M., Bostock, J., Sorgeloos, P., & Dhont, J. AQUA-TNET thematic network: an 18-year chronicle of development and achievement in European aquaculture education. *Aquaculture International, 23,* 703-713. (2015).
13. Felder, A., & Tamtik, M. Federal servants of inclusion? The governance of student mobility in Canada and the EU. *Politics and Governance, 11* (3), 251-263. (2023).
14. Ferri, F., Grifoni, P., & Guzzo, T. Online learning and emergency remote teaching: Opportunities and challenges in emergency situations. Societies, 10(4), 86. (2020)
15. Flury, C., Geiss, M., & Guerrero Cantarell, R. Building the technological European Community through education: European mobility and training programs in the 1980s. *European Educational Research Journal, 20* (3), 348-364. (2021).
16. Glass, C.R., & Cruz, N.I. (2023). Moving towards multipolarity: Shifts in the core-periphery structure of international student mobility and world rankings (2000–2019). *Higher Education, 85* (2), 415-435.
17. Iden, J., & Eikebrokk, T.R. Implementing IT Service Management: A systematic literature review. *International Journal of Information Management, 33* (3), 512-523. (2013).
18. Khatib, SF, Abdullah, DF, Elamer, AA, & Abueid, R. Nudging toward diversity in the boardroom: A systematic literature review of board diversity of financial institutions. *Business strategy and the environment, 30* (2), 985-1002. (2021).
19. Kim, S. B., & Kim, D. ICT implementation and its effect on public organizations: The case of digital customs and risk management in Korea. Sustainability, 12(8), 3421(2020)
20. Knight, J., & Liu, Q. International programs and providers of mobility in higher education: Research trends, challenges and issues. *Comparative and International Education, 48* (1). (2019).
21. Kor, PPK, Yu, CTK, Triastuti, IA, Sigilipoe, MA, Kristiyanto, HD, Pratiwi, JPD, & Widagdo, TMM. Effects of an internationalization at home (IAH) program on cultural awareness

among medical and nursing students in Hong Kong and Indonesia during the COVID-19 pandemic: a mixed-methods study. *BMC Medical Education, 22* (1), 368. (2022).
22. Lee, K., & Stewart, W. H. Destination, experience, social network, and institution: Exploring four academic exchanges pull factor dimensions at a university in the Republic of Korea. *Journal of International Students, 12* (4), 889-908. (2022).
23. López-Nores, M., Pazos-Arias, J. J., Gölcü, A., & Kavrar, Ö. Digital technology in managing Erasmus+ mobilities: efficiency gains and impact analysis from Spanish, Italian, and Turkish universities. *Applied Sciences, 12* (19), 9804. (2022).
24. Magni, P. A., Anthony, J. M., & Zuha, R. M. Forensic science and student mobility programs in the Indo-Pacific region: Unveiling the potential of an international and intercultural project in forensic science education. *Journal of Applied Learning & Teaching, 2* (2), 36-44. (2019).
25. Marinescu, N., Madar, A., Neacsu, N. A., & Schiopu, C. An Empirical Research on the Behavioral Perceptions of University Students on Their ERASMUS Mobilities Abroad. *International Journal of Environmental Research and Public Health, 19* (9), 5756. (2022).
26. Mitropoulos, L., Kortsari, A., Mizaras, V., & Ayfantopoulou, G. Mobility as a Service (MaaS) Planning and Implementation: Challenges and Lessons Learned. Future Transportation, 3(2), 498-518. (2023)
27. Patelarou, E., Trivli, A., Đorđević, V., Papadakis, S.E., Papadourakis, G.M., Zourmpakis, A. I., ... & Patelarou, A. Core competencies for international mobility for teachers and students in higher education. *Population Medicine, 5* (August), 1-4. (2023).
28. Petersen, K., Feldt, R., Mujtaba, S., & Mattsson, M. Systematic mapping studies in software engineering. In *12th International Conference on Evaluation and Assessment in Software Engineering (EASE) 12* (pp. 1-10). (2008, June)
29. Ray, L., Toombs, E., & Miron, J. Student Transfer Mobility within Indigenous Programs: Pathways of Access or Appropriation. *The International Indigenous Policy Journal, 14* (1), 1-21. (2023).
30. Teichler, U. Academic mobility and migration: What we know and what we don't know. *European review, 23* (S1), S6-S37. (2015).
31. Teichler, U. Internationalization trends in higher education and the changing role of international student mobility. *Journal of international Mobility,* (4), 177-216. (2017).
32. Traxler, J. Inclusion in an age of mobility. *Research in learning technology, 24*. (2016).
33. Turnbull, D., Chugh, R., & Luck, J. Transitioning to E-Learning during the COVID-19 pandemic: How have Higher Education Institutions responded to the challenge?. Education and Information Technologies, 26(5), 6401-6419. (2021)
34. Valls-Figuera, R.G., Torrado-Fonseca, M., & Borràs, J. The impact of international student mobility on multicultural competence and career development: The case of students from Latin America and the Caribbean in Barcelona. *Education Sciences, 13* (9), 869. (2023).
35. Van Der Wende, M. International academic mobility: Towards concentration of the minds in Europe. *European review, 23* (S1), S70-S88. (2015).
36. Van Eck, N.J., & Waltman, L. VOSviewer manual. *Leiden: Univeristeit Leiden* , *1* (1), 1-53. (2013).
37. Van Mol, C., & Ekamper, P. Destination cities of European exchange students. *Geografisk Tidsskrift-Danish Journal of Geography* , *116* (1), 85-91. (2016).
38. Van Mol, C. Intra-European student mobility and the different words of 'Europe'. *Acta Sociologica* , *65* (1), 24-40. (2022).
39. Vikström, S., Kamwesiga, J., Mubangizi, A., & Guidetti, S. Differences as catalysts for professional learning—Participating in a student exchange program between Sweden and Uganda. *Cogent Education, 4* (1), 1316348. (2017).
40. Wilbur, T.G., & Roscigno, V.J. First-generation disadvantage and college enrollment/completion. *Socius, 2,* 2378023116664351. (2016).
41. Xiao , Y., & Watson, M. Guidance on conducting a systematic literature review. *Journal of planning education and research* , *39* (1), 93-112. (2019).

42. Zuhroh, I. Mapping Islamic Bank Governance studies: a systematic literature review. *Cogent Business & Management* , *9* (1), 2072566. (2022).
43. Zultaqawa , Z., Alexandri, MB, & Hardinata, C. Competitive Advantages in Small and Medium Enterprises: A Study of Systematic Mapping. *Journal of Business Administration and Entrepreneurship Thought and Research* , 217-228. (2019).