

1. bis 3. November 2016

Historisches Gebäude der SUB, Göttingen

Programm | **Programme**

Internationalisierung der Curricula an Hochschulen

Konzepte ++ Initiativen ++ Maßnahmen



GEORG-AUGUST-UNIVERSITÄT
GÖTTINGEN

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Welcome

Dear conference participants,

As globalisation and migration continue to shape our society, great significance is attributed to the international and intercultural in all disciplines: trade agreements, legal issues, and product development processes often cross national borders; texts, data, research methodologies, and knowledge circulate internationally, and in all areas intercultural teams work together and mediate communication processes as well as cultural differences and commonalities.

German higher education institutions thus face the challenge of designing curricula that meet these needs and prepare students for lives and careers in an increasingly globalised world. In this context, complex questions emerge: How can curricula in specific disciplines be internationalised? Which learning outcomes receive particular emphasis and which methods can we employ to help students to achieve these learning outcomes? Which challenges do we face within the framework of the German higher education system and its structural characteristics, and which opportunities arise?

It is my great pleasure to welcome you here at the University of Göttingen – a University with a traditionally strong international profile – to discuss these questions. In the past years, the University of Göttingen has developed and implemented a comprehensive internationalisation strategy. The internationalisation of teaching and learning constitutes a significant part of this. Since the fall of 2015, the project “Internationalisation of the Curricula” has been supporting faculties in their efforts to integrate global perspectives as well as international and intercultural dimensions into the curricula. It is our aim to provide cross-cultural learning opportunities for all students, regardless of whether they spend time abroad.

At this conference, we invite you to take stock in the in Germany still emerging field and explore good practice examples from a variety of disciplines. I would like to thank our partners at the German Academic Exchange Service and the German Rectors’ Conference for assisting us in developing this conference programme. – And we would like to thank you for coming, sharing your experience and expertise, and shaping the conversation on future directions for German higher education institutions.

We wish you an inspiring conference!



Prof. Dr. Hiltraud Casper-Hehne
(Vice-President for International Affairs)

Programme

1. November 2016

- 17:00 Registration
Foyer of the Assembly Hall
- 18:00 Öffentlicher Vortrag | Public Lecture
Homi K. Bhabha (Harvard University)
On the Internal Emigrant: Contemporary Reflections on the Humanities
Assembly Hall on the Wilhelmsplatz
- 19:00 Dominic Sachsenmaier and Homi K. Bhabha in conversation
Humanities, Globally?
- 20:00 Conference Warming
Assembly Hall on the Wilhelmsplatz

2. November 2016

- 08:00 Registration | Morning coffee
Service Desk in the Historical Building (1st floor)
- 09:15 Hiltraud Casper-Hehne (Georg-August-Universität Göttingen)
**Internationalisierung der Curricula an der Universität Göttingen:
Internationalisierung – Digitalisierung – Diversifizierung**
Alfred-Hessel-Saal (Historical Building). Lecture in German; simultaneous translation
- 10:00 Keynote
Elspeth Jones (Leeds Beckett University)
**Internationalisation of the Curriculum:
Challenges, misconceptions and the role of disciplines**
Alfred-Hessel-Saal (Historical Building)
- 11:00 Kaffeepause | Coffee break
Foyer of the Historical Building
- 11:30 Keynote
Dorothea Rüländ (DAAD)
Virtuelle und reale Mobilität – (k)ein Widerspruch?
Alfred-Hessel-Saal (Historical Building). Lecture in German; simultaneous translation
- 12:30 Mittagessen | Lunch
Foyer of the Historical Building
- 13:30 Reinhard Putz (Ludwig-Maximilians-Universität München)
**Wie international darf, wie international muss ein
medizinisches Curriculum heute sein?**
Alfred-Hessel-Saal (Historical Building). Lecture in German; simultaneous translation
- 14:30 **Parallele Workshops in englischer Sprache | Parallel Workshops in English**
Historical Building and Heyne House

Track 1: Fundamental questions relating to the systematic internationalisation of the curricula
General perspectives and challenges for the university-wide internationalisation of the curricula

Track 2: Approaches to and instruments for the internationalisation of the curricula: Good practice examples
Research-oriented teaching and learning as a means to internationalise the curriculum

Track 3: Students, teachers, employers – The stakeholders in the internationalisation process
Employers: “Employability” and the development of internationalised curricula

16:00 Kaffeepause | Coffee break

16:30 **Parallele Workshops in englischer Sprache | Parallel Workshops in English**
Historical Building and Heyne House

<p>Track 1: Fundamental questions relating to the systematic internationalisation of the curricula University-wide internationalisation of the curricula – Examples of strategic points of departure</p>	<p>Track 2: Approaches to and instruments for the internationalization of the curricula: Good practice examples Digital teaching and learning as a means to internationalise the curriculum I: Collaborative projects and virtual mobility</p>	<p>Track 3: Students, teachers, employers – The stakeholders in the internationalisation process Students: Cultural and linguistic diversity as a valuable resource in higher education</p>
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18:15 City and University tours

19:30 Reception
Old Town Hall

3. November 2016

9:00 Welcome back
Alfred-Hessel-Saal (Historical Building)

9:15 Frederik De Decker (Ghent University)
International/intercultural competences for all Ghent University graduates by 2020: an ambitious but realistic plan
Alfred-Hessel-Saal (Historical Building)

10:15 Kaffeepause | Coffee break

10:45 **Parallele Workshops in englischer Sprache | Parallel Workshops in English**
Historical Building and Heyne House

<p>Track 1: Fundamental questions relating to the systematic internationalisation of the curricula The internationalisation of the curricula in different disciplines</p>	<p>Track 2: Approaches to and instruments for the internationalization of the curricula: Good practice examples Digital teaching and learning as a means to internationalise the curriculum II: Blended-learning scenarios</p>	<p>Track 3: Students, teachers, employers – The stakeholders in the internationalisation process Teachers: Facilitating good practice in internationalised curricula</p>
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12:15 Podiumsdiskussion | Panel Discussion
Internationalisierung der Curricula an deutschen Hochschulen: Herausforderungen und Chancen
Alfred-Hessel-Saal (Historical Building). Discussion in German; simultaneous translation

13:00 Farewell | Brown Bag Lunch

Keynote Speaker



Prof. Elspeth Jones

Elspeth Jones is Emerita Professor of the Internationalisation of Higher Education, Leeds Beckett University and Honorary Visiting Fellow, Centre for Higher Education Internationalisation, Università Cattolica del Sacro Cuore, Milan. With over 35 years in international education, her specialisms include personal, professional and employability outcomes from international mobility, strategic leadership, internationalisation of the curriculum at home and abroad, global citizenship and intercultural competence development. She is series editor for *Internationalisation in Higher Education* (Routledge) and winner of the European Association for International Education's (EAIE) Award for Excellence in Research.

“Internationalisation of the Curriculum: challenges, misconceptions and the role of disciplines”

2 Nov. 2016 | 10:00 – 11:00 | Alfred Hessel-Saal

“German higher education institutions face the challenge of designing curricula that help students to develop a critical awareness of the local and global issues in their discipline and provide them with opportunities to deepen their knowledge of transnational problems; that include the increasingly heterogeneous student population and do justice to the faculty’s diverse national and cultural backgrounds; that enable students to communicate successfully and empathetically in cross-cultural settings and motivate them to actively seek enriching contact with members of other cultures.” (Conference call for proposals).

Internationalisation of the curriculum thus presents complex and diverse issues for those wishing to face the challenges discussed throughout the conference. This keynote will outline some of the challenges in internationalising the different dimensions of curriculum and address a number of misconceptions which may stand in the way of taking forward such initiatives. It will emphasise the key role of the disciplines and offer some pointers for engaging staff in the process, particularly in internationalising learning outcomes. Prof. Jones will offer insights from efforts to implement curriculum internationalisation at institutional and disciplinary level in different national contexts.

Keynote Speaker



Dr. Dorothea Rüländ

Dr. Dorothea Rüländ has served as secretary general of the DAAD since 2010. After graduating in German literature, history, and musicology from the University of Freiburg, completing her doctoral thesis as a fellow of the German Academic Scholarship Foundation, and after teaching in England and Thailand, she began to work at the DAAD in 1991. From 1994 to 1999, she was head of the DAAD office in Jakarta, Indonesia and from 2008 to 2010, she was the head of the Center for International Cooperation at Freie Universität Berlin.

„Virtuelle und reale Mobilität – (k)ein Widerspruch?“ (“Virtual and physical mobility – (not) a contradiction?”)

German lecture; simultaneous translation

2 Nov. 2016 | 11:30 – 12:30 | Alfred Hessel-Saal

Digital instruments open a vast range of new possibilities of including international students, teaching staff and non-university cooperation partners in courses and study projects. Dr. Rüländ will argue that although virtual learning offers cannot substitute a personal cross-cultural encounter, they can very well have a lasting effect on and enhance the efficiency of real, physical mobility by providing optimal ways of preparation and follow-up.

However, continuously increasing global linkages between individuals seem to reduce the relevance of one's current location and may thus diminish one's willingness to adapt to new life situations. Dr. Rüländ's lecture discusses the opportunities and challenges for international academic exchange, particularly with regard to the combination of funding opportunities and the development of higher education institutions, that arise in the light of digitalisation.

Plenary Speaker



Prof. Dr. Reinhard Putz

Prof. Dr. Reinhard Putz was born in Innsbruck/Austria in 1942. After studying medicine and completing his MD degree and post-doctoral thesis (Habilitation) at the University of Innsbruck, he became the chair of Anatomy at the University of Freiburg in 1982. In 1989, he was appointed Director of the Institute of Anatomy at Ludwig-Maximilians-Universität (LMU) Munich, where he has been particularly engaged in the Munich-Harvard Programme of the Faculty of Medicine. From this successful programme, the case-based “Medical Curriculum Munich (MeCuM-LMU)” has emerged. Prof. Putz has also been influential in establishing the national Master’s programme “Master of Medical Education.” His extraordinary commitment to teaching was honored with the Ars Legendi Prize for Excellence in Higher Education Teaching.

„Wie international darf, wie international muss ein medizinisches Curriculum heute sein?“ (“How international may, how international must a medical curriculum be today?”)

German lecture; simultaneous translation

2 Nov. 2016 | 13:30 – 14:30 | Alfred Hessel-Saal

A timely curriculum must consider the heterogeneity of the student body. Prof. Dr. Putz will argue that claims to and the demands of an internationalised medical curriculum may not impede weaker students on their path to the primary educational objective – the ensured entry into and acceptance in the national health care system. However, for high-potential students the internationalisation of the medical curriculum must pave the way to international careers.

Plenary Speaker



Frederik De Decker

Frederik De Decker is currently the Head of the International Relations Office at Ghent University, the institution he graduated from and where he started his career in internationalisation more than 20 years ago, triggered by his own international experiences. He was previously Head of the Office for educational development and internationalisation at University College Arteveldehogeschool in Ghent and senior education advisor at Ghent University Association. He regularly participates as an expert in international projects on internationalisation, educational development, qualifications frameworks and quality assurance: He has been co-chairing the pilot project “Internationalisation as a distinctive quality feature” of the Dutch-Flemish Accreditation organisation and was also involved in setting up the European (ECA) Certificate for Quality in Internationalisation. His special interest is the concept of (international/intercultural) learning outcomes/competences.

“International/intercultural competences for all Ghent University graduates by 2020: An ambitious but realistic plan”

3 Nov. 2016 | 9:15 – 10:15 | Alfred Hessel-Saal

In his presentation, Frederik De Decker will explain how Ghent University is tackling the ambitious goal that “by 2020 100% of the programmes have integrated international and intercultural competences in the programmes’ competences.” He will outline the process from the adoption of the policy brief on “International and intercultural competences for all Ghent University graduates” to a full-fledged process that is a joint responsibility and endeavor of different stakeholders. This joint responsibility implies that there is not only a general consent about the key performance indicators used but also about the ways in which these are monitored. His lecture will dwell on the positive effects of broadening this scope of internationalisation (to all graduates) and discuss to which organisational changes this leads and how this fits in the overall quality assurance of internationalisation.

Workshops

Track 1: Fundamental questions relating to the systematic internationalisation of the curricula

Workshop 1 (2 Nov. 2016 | 14:30 – 16:00 | Seminarraum 1 | Workshop in English)

General perspectives and challenges for the university-wide internationalisation of the curricula

Chair: Gordon Bölling (HRK)

Speakers:

- Juliana Roth (Ludwig-Maximilians-Universität München)
The internationalisation of higher education – Opportunities and challenges
- Angela Ittel (Technische Universität Berlin)
Timely teacher education – An approach to internationalising the curricula

The internationalisation of the curricula, the speakers in this workshop argue, is a complex endeavour, since it unsettles some of the foundations of German higher education:

Juliana Roth reminds us that we need to bear in mind that the internationalisation of the curricula constitutes an enormous cultural, institutional, and organisational intervention into an education system that is shaped by a particular history. Her paper will discuss premises and prerequisites for the internationalisation of the curricula, for instance making room for ‘culture’ and cultural diversity in academic contexts and making academic institutions, learning cultures, educational values and traditions accessible for the cultural ‘Other.’

Angela Ittel, too, is careful to stress that internationalisation of the curricula requires the commitment of the entire university – even more so in case of German teacher education, where students attend classes in different subjects and faculties. She discusses the results of national and international studies on the internationalisation of teacher education, reports from the HRK working group on internationalisation of the curricula in teacher education, and argues that internationalised curricula are essential in preparing prospective teachers to grasp the global horizons of their subjects and their pedagogic practice. This is crucial for the graduates’ roles in schools, where they will need to foster global citizenship amongst their students.

All participants in this workshop are invited to share their own experiences and discuss strategies and perspectives for the systematic and university-wide internationalisation of the curricula, as well as point to possible backlashes and how to successfully deal with them. The self-conception of higher education institutions and their study programmes and the perspective on internationalisation as a culture practiced on campus may be probed, as well as the question of how measures for the internationalisation of the curricula can effect lasting changes.

**Workshop 2 (2 Nov. 2016 | 16:30 – 18:00 | Seminarraum 1 | Workshop in English):
University-wide internationalisation of the curricula - Examples of strategic points of departure**

Chair: Gudula Kreykenbohm (Georg-August-Universität Göttingen)

Speakers:

- Alexander Knoth (Universität Potsdam)
Online International Learning: Potsdam's model for internationalisation through e-learning
- Johannes Moes (Humboldt-Universität zu Berlin)
The impact of international study programmes – Do they broaden or deepen the internationalisation of the university?

In this workshop, some of the discussions from the previous workshop may well be resumed, since the speakers present strategies for the systematic and university-wide internationalisation of the curricula from their institutions:

The project "Online International Learning (OIL.UP)" uses e-learning tools, methods, and scenarios to internationalise teaching and learning at Potsdam University and employs the full range of instruments, from recorded lectures with English subtitles to international blended learning courses and virtual collaborations. In his presentation, **Alexander Knoth** will devote special attention to the latter and introduce two methods of curriculum development: short term collaborations ("pre-oiling") and virtual student exchange ("full-oiling"). These methods exhibit the potential of OIL for raising students' cultural awareness and engaging faculty in (inter-)disciplinary reflections of existing courses.

Drawing conclusion from the (temporary) 'bologna.lab' and a project (2012-2016) located at the International Office at Humboldt-Universität which both aimed at fostering new developments and sustaining the existing programmes, while at the same time representing the sometimes colliding interests of the University at large, **Johannes Moes** takes a look at the University's 'international' study programmes. He assesses the resources these programmes require as well as the impact they have on the wider realms of internationalisation and offers insights into the "dos and don'ts" of internationalising study programmes.

Participants are invited to discuss possibilities for transfer and exchange experiences on the structural support and the resources – be it money, manpower or attention – necessary to successfully carry out such projects. Discussions may also revolve around the question of how to engage faculty or how to ensure and evaluate the quality of the reformed curricula. Finally, the role of partner universities in these strategic approaches to the internationalisation of the curricula may generate discussions.

**Workshop 3 (3 Nov. 2016 | 10:45 – 12:15 | Seminarraum 1 | Workshop in English):
The internationalisation of the curricula in different disciplines**

Chair: Helena Krause (Georg-August-Universität Göttingen)

Speakers:

- Magnus Frampton (University of Vechta)
Internationalising curricula for the social professions: Challenges and opportunities.
Experiences from the University of Vechta, Germany

- Lea Brenningmeyer (Carl von Ossietzky Universität Oldenburg)
Joining resources, creating synergies: The international study programme “European Studies in Global Perspectives” (EuGI) at Carl von Ossietzky University Oldenburg
- Hazel Grünewald (ESB Business School, Hochschule Reutlingen)
Implementing meaningful international curricula

The extent to which different disciplines already offer internationalised curricula varies greatly, as does the concept of the ‘international’ in their study programmes and the means that may be used to internationalise the curricula. This workshop will offer glimpses on selected disciplines and allow for contrasts and comparisons with regard to academic traditions and academic ‘tribes.’

The social professions (social work, pedagogy, the disability professions) represent an area of academia with a tradition of lower levels of internationalisation: in curriculum content, literature, research, theory and knowledge base, but also in staff and student mobility numbers. In his talk, **Magnus Frampton** will focus on the specific challenges of internationalising the social professions in the German context and share experiences from the University of Vechta. Particular advantages of the German social services disciplines for internationalisation will be identified; these advantages lead to a consideration of some interesting paths for social work educators to take when internationalising their subject.

Lea Brenningmeyer reports from the international study programme “European Studies in Global Perspectives,” a programme designed with a critical eye to resources (both financial and pertaining to the teaching capacities) that brings together courses from the School of Education and Social Sciences, the School of Computing Science, Business Administration, Economics and Law, the School of Linguistics and Cultural Studies, and the School of Humanities and Social Sciences to increase the University’s attractiveness amongst international students. The course offer focuses on dimensions and aspects of Europeanisation and globalisation in the present and the past and draws on the resources that international students bring to campus.

Hazel Grünewald shares experiences from ESB Business School, Reutlingen University and discusses internationalised curricula from a Business Studies perspective. To what extent do efforts to internationalise curricula support the organisation’s mission and how do strategic goals tally with the challenges that internationalisation and globalisation pose, she asks. She stresses the importance of critical self-reflection when seeking to develop meaningful internationalisation goals as well as the need to regularly assess the value-add of different initiatives to internationalise curricula in the discipline. Her paper will advocate the benefits of assuming a balanced approach with respect to setting quantitative and qualitative goals as well as presenting the school’s use of the balanced scorecard for quality assurance.

Discussions in this workshop may probe which advantages the internationalisation of the curricula brings into existing study programmes, for instance how they may introduce unique features, increase a university’s share in the global education market or result in better recognition through international accreditation or rankings. Participants are also asked to share their experiences on particularly productive approaches. The workshop may offer a space to think alongside disciplinary borders as well as to move beyond the disciplines and discuss where and how interdisciplinary approaches or imported modules from other disciplines may enhance students’ international and intercultural competencies.

Track 2: Approaches to and instruments for the internationalisation of the curricula: Good practice examples

Workshop 1 (2 Nov. 2016 | 14:30 – 16:00 | Vortragsraum | Workshop in English): Research-oriented teaching and learning as a means to internationalise the curriculum

Chair: Susanne Wimmelmann (Georg-August-Universität Göttingen)

Speakers:

- Michael Thiele (Universität Bremen)
Innovative and international: The “Trilateral Bachelor Project” at the Universities of Bremen, Groningen, and Oldenburg
- Alexander Knoth (Universität Potsdam)
Linking perspectives: Interdisciplinary, international and intercultural learning with (networked) weblogs

Research-oriented teaching and learning is a means to motivate students to conduct independent research in their discipline already during their undergraduate studies and exchange ideas with their peers and advisors. In this workshop, the participants are invited to discuss how research-oriented teaching and learning may help students communicate and negotiate successfully across cultural and linguistic boundaries and how comparative research questions or topics with an international dimension allow students to move beyond the ‘national’ in their field.

In his presentation on the “Trilateral Bachelor Project,” **Michael Thiele** will show how research-oriented teaching and learning is successfully employed in the final semester of the Bachelor programme, as six to nine students from the Universities of Bremen, Groningen, and Oldenburg write their Bachelor thesis on a specific, individual question within a common thematic framework. He argues that the Bachelor thesis lends itself to international cooperation, since students have already acquired the knowledge necessary to enter fruitful dialogues on the theoretical, conceptual, and methodological design of their projects. Moreover, these students are particularly motivated to engage in the project.

Alexander Knoth’s presentation will link theoretical perspectives on the connection between internationalisation of the curricula and research-oriented teaching and learning to practical experiences. His paper will focus on the seminar topic “Changing Welfare, Changing States? Comparative Social Policies Revisited by Gender” and elucidate the potential of (networked) weblogs on an academic platform to bring together blended learning classrooms from all over the world and help students to formulate research questions, carry out their own research projects, and reflect on the interdisciplinary, the international, and the intercultural.

Discussions in this workshop will revolve around the issue of transfer and how – and under which circumstances – the projects presented here may constitute a productive instrument for the internationalisation of the curriculum in other higher education institutions. The participants are invited to discuss success factors and critical stumbling blocks, explore which forms of preparation (intercultural training etc.) students may need in order to successfully negotiate cultural differences and commonalities, and which learning outcomes are of particular relevance in this context.

**Workshop 2 (2 Nov. 2016 | 16:30 – 18:00 | Vortragsraum | Workshop in English):
Digital teaching and learning as a means to internationalise the curriculum I:
Collaborative projects and virtual mobility**

Chair: Alexandra Schreiber (Georg-August-Universität Göttingen)

Speakers:

- Guido Caniglia, Beatrice John, Leonie Bellina (Leuphana Universität Lüneburg)
The Global Classroom Curriculum: Challenges and opportunities in the internationalisation of higher education
- Philip Griffiths (University of Mannheim)
Exploring Canada/Germany – An interactive experience
- Hans-Henning Gonska, Kristin Kißling (Universität Leipzig)
New directions in legal education – from virtual classrooms to the global network of LWOW („LAWWITHOUTWALLS“)

Forms of digital teaching and learning are highly interesting for the creation of classroom settings and learning scenarios in which boundaries are blurred and geographic borders are transcended. This workshop focuses on virtual mobility, a form of digital learning and teaching that creates exchange opportunities for students who do not engage in physical mobility. In particular, the workshop discusses various forms of collaboration between student groups at home and abroad.

Guido Caniglia, Beatrice John, and Leonie Bellina introduce the Global Classroom Curriculum, the result of an experiment in curriculum reform between Arizona State University (USA) and Leuphana University Lüneburg (Germany). The Global Classroom Curriculum makes use of virtual and digital technologies in order to connect, enable collaboration, and foster mutual learning among students working on sustainability in different parts of the world. The speakers argue that this curriculum and the learning environment created can support the education of students and citizens who are able to address real-world challenges in both local and global contexts.

In his presentation, **Philip Griffiths** shows how a shared online course that pools students from different universities and builds transnational communities can be implemented effectively alongside traditional classroom-based courses. In an effort to establish a virtual classroom designed to facilitate and enhance student interaction, “Exploring Canada/Germany” (first offered in the spring term of 2016), an online course taught conjointly at the University of Mannheim, Germany, and the Universities of Guelph and Waterloo, Canada, makes use of the full range of available online tools – synchronous and asynchronous discussion boards, skype, as well as e-learning platforms.

In implementing the project “Compliance Elliance,” **Hans-Henning Gonska and Kristin Kißling** strike a new path in legal education. Their collaborative project with the University of Miami began in the fall of 2012, when a group of six students was able to participate in an exchange within the field of Compliance, where they jointly discussed the topic and gained first insights into the work of a compliance officer through the contact to professionals. Since 2015, the Faculty of Law participates in the global seminar “LWOW.” The speakers trace the development of the curriculum and discuss the central learning outcomes of the class, among them the enhancement of professional communication in English, the acquisition of key skills that will increase students’ employability, and the successful international exchange.

Participants are invited to probe strategies to transfer and adapt the projects presented here to different universities, in different disciplines, and in different cultural contexts. Discussions may focus on how the intercultural exchange (conducted online) creates a form of cultural understanding that creatively supplements the knowledge gained in a classroom-based environment, and how virtual mobility and collaborative projects may meet the demands of an increasingly globalised student community. Both language acquisition and the enhancement of new media literacy may constitute further important aspects and participants are also invited to discuss how such learning outcomes may be assessed.

**Workshop 3 (3 Nov. 2016 | 10:45 – 12:15 | Vortragsraum | Workshop in English):
Digital teaching and learning as a means to internationalise the curriculum II:
Blended-learning scenarios**

Chair: Katrin Haufe-Wadle (DAAD)

Speakers:

- Katja Jung, Roman Rehor (Freie Universität Berlin)
Digitisation meets internationalisation: eTeaching and eLearning scenarios in the MA “Intellectual Encounters” at Freie Universität Berlin
- Thorsten Daubenfeld, Arne Ramstetter, Dietmar Zenker (Hochschule Fresenius)
An Analytical Chemistry Distance Course (AC/DC) for international chemistry students: Experiences from the project BioCheMINTernational
- Michael Klenner, Frank Grimm, H.-Christian Brauweiler (WHZ Westsächsische Hochschule Zwickau)
Vorbereitung ausländischer Studierender für ein Studium in Deutschland zur Stärkung des transkulturellen Austausches im Rahmen eines Flipped Classroom Kurses

In this workshop, discussions from the previous workshop on digital teaching and learning may well be continued. Participants may dwell on the potential of blended-learning scenarios for the internationalisation of the curricula and, in these papers in particular, for the integration of international and mobile students.

Katja Jung and Roman Rehor will present the MA programme “Intellectual Encounters of the Islamicate World” as an example of the strategic use of intercultural learning offers and global perspectives that enable students to look beyond the boundaries of their nations, cultures, and disciplines. The programme primarily targets students from Israel and Palestine but also attracts other international and German students. Synchronous online-lectures allow for a high level of geographic and social mobility (particularly with regard to gender aspects) and support the internationalisation at home.

The project BioCheMINTernational presented by **Thorsten Daubenfeld** includes laboratory training in instrumental analytical chemistry for future international students in the Master degree course “Bio- and Pharmaceutical Analysis (M.Sc.)” The training is designed to homogenize students’ competence levels at the beginning of the degree course. The paper outlines the design and implementation of the “Analytical Chemistry Distance Course (AC/DC)” which offers students the possibility of familiarising

themselves with the study topic while they are still in their home country by self-study. The course is complemented by a two-week practical course at the Hochschule Fresenius University of Applied Sciences.

Michael Klenner, Frank Grimm, and H.-Christian Brauweiler, too, introduce a concept for the preparation of international students. Their example employs the flipped classroom in a course in computing science at the partner university in Kyrgyzstan. While the joint development of the knowledge takes place in the local classroom, new topics are introduced in the virtual setting. This form of learning that requires independent study, the speakers argue, presents a particular challenge for the local students, since their learning styles greatly differ.

The workshop invites participants to discuss aspects of students' academic socialisation as a key factor in the successful use of digital teaching and learning. Likewise, the papers also draw attention to the ways in which digital scenarios enable students to gain insights into other forms of teaching and learning. Participants are invited to share their own experiences, explore ways of transferring and adapting the case studies presented here, and broach the issue of transnational education and its implications in the context of internationalised curricula.

Track 3: Students, teachers, employers – The stakeholders in the internationalisation process

Workshop 1 (2 Nov. 2016 | 14:30 – 16:00 | Seminarraum 2 | Workshop in English):

Employers: 'Employability' and the development of internationalised curricula

Chair: Uwe Muuss (Georg-August-Universität Göttingen)

Speakers:

- Kristin Bleyder, Linda Wulff (Lübeck University of Applied Sciences)
International curricula development between local demand and global perspective:
Concepts, strategies and measures in international higher education
- Marco Rieckmann, Lisa Bockwoldt (Universität Vechta)
Development of an international Master programme "Sustainability-Driven Entrepreneurship" –
Using a European multi-stakeholder approach
- Michael Scharpf, Laura Metzler (Hochschule der Bundesagentur für Arbeit)
(Pflicht-)Auslandspraktika der Studierenden – Ein bewährtes Erfolgsrezept der HdBA zur
Förderung von interkulturellen und internationalen Kompetenzen

This workshop turns to the development of internationalised curricula and devotes special attention to employers' perspectives, needs, and wishes, while not losing sight of the academic competencies students need to acquire during the course of their studies. At this highly interesting intersection, speakers from three higher education institutions share their experiences:

Kristin Bleyder and Linda Wulff discuss international online degree programmes as an example of strategic curriculum development that addresses local labor demands in order to support the employability of

graduates and to meet the international students' demands. Since 1997, it is the objective of Lübeck University of Applied Sciences (FHL) and its e-learning affiliate on campus to provide access to higher education for non-traditional target groups through digitisation. In their presentation of curriculum development for the recently established Professional School, the speakers attempt to balance the conflicting priorities of ensuring a global and universal perspective and meeting the demands of the local economy in the students' target countries.

Marco Rieckmann and Lisa Bockwoldt offer another perspective on an international study programme. Since 2015, the project "Competencies for a sustainable socio-economic development" brings together ten universities from five countries that jointly work on the development of the European joint Master programme "Sustainability-Driven Entrepreneurships." Their presentation illustrates a transnational analysis of both teaching professionals' and employers' needs regarding the prospective graduate attributes and outlines the transnational negotiation of course contents and learning and teaching processes.

Turning to internships abroad as a primary means of fostering international and intercultural skills in students and preparing them for the labor market, **Michael Scharpf and Laura Metzler** outline the curriculum reform at the University of Applied Labour Studies of the Federal Employment Agency. They show how mandatory internships and students' increased participation in research projects on employment-oriented counseling with partner universities prepare them for employment in a field in which intercultural competencies are crucial.

This workshop provides room for a discussion of the concept of 'employability' and its place in the development of internationalised curricula. What are graduates expected to know – and what kind of personality traits should be promoted? Participants are invited to report their experiences in including employers' voices in internationalisation of the curriculum processes. Moreover, the potential of transnational curriculum development may be probed.

**Workshop 2 (2 Nov. 2016 | 16:30 – 18:00 | Seminarraum 2 | Workshop in English):
Students: Cultural and linguistic diversity as a valuable resource in higher education**

Chair: Melanie Brinkschulte (Georg-August-Universität Göttingen)

Speakers:

- Markus Auditor, Nina Rother, Eva-Maria Willis (Universität Kassel)
The internationalisation of higher education from the perspective of transcultural education: Challenges, concepts, and experiences
- Andrea Bogner, Barbara Dengel (Georg-August-Universität Göttingen)
Polyglot intercultural practices in scientific communication
- Melanie Brinkschulte, Ella Grieshammer, Irina Barczaitis (Georg-August-Universität Göttingen)
MultiConText: A concept to foster competencies in academic writing for multilingual contexts

In this workshop, the speakers highlight various areas of competencies as well as mindsets that are not only important in the general context of international and transcultural education settings, but are of particular relevance to the students on the campus at home and contribute significantly to the internationalisation of both formal and informal curricula.

Speaking from the perspective of transcultural education, **Nina Rother, Eva-Maria Willis, and Markus Auditor** argue that the extent to which a higher education institution is internationalised depends on

whether the institution recognises and acknowledges the (learning) biographies of all its members and their multilayered identities, transcends dualistic thinking and cultural divides, and initiates transcultural dialogues on sustainability and global justice. In their presentation, they will illustrate how seminars on key and intercultural competencies have been enhanced through interdisciplinary project work, the incorporation of a buddy programme, and the project “Global Students – Nachhaltigkeit transkulturell lernen.”

Andrea Bogner’s and Barbara Dengel’s paper on multi-linguistic resources in academic discourses departs from culture-specific scientific interaction and seeks to elaborate the specific potential of polyglot intercultural practices in scientific communication. The speakers analyse constellations of mediation and exchange processes in international academic settings with special emphasis on the reciprocal condition of the participants’ foreignness. Their contribution aims at investigating the development of forms and methods of mediation that enable the participants to engage in procedures of (cultural) comparison, thereby achieving a differentiation of spaces of knowledge and generating an epistemic diversity which would not be realised in a monolingual mode.

The programme “MultiConText: Akademisches Schreiben in multilingualen Kontexten / Academic Writing in Multilingual Contexts” at the International Writing Centre at the University of Göttingen targets students enrolled in international study programmes and/or students who use more than one language when reading and producing texts. **Melanie Brinkschulte, Ella Grieshammer, and Irina Barczaitis** discuss the programme’s potential for the internationalisation of the curricula and illustrate how such workshops may be incorporated into the curriculum.

The workshop sheds light on the ways in which the internationalisation of the curricula may be fruitfully linked to further measures of the internationalisation at home and how they may foster the comprehensive internationalisation of the campus. Taken together, the papers point to questions regarding students’ identities and participants may explore the ways in which the students’ sense of themselves as agents in internationalised academic settings may be supported.

Workshop 3 (3 Nov. 2016 | 10:45 – 12:15 | Seminarraum 2 | Workshop in English):

Teachers: Facilitating good practice in internationalised curricula

Chair: Angelika Thielsch (Georg-August-Universität Göttingen)

Speakers:

- Johanna Braukmann (Universität Paderborn)
How university teachers perceive and deal with cultural diversity in their classes – An explorative study among German universities
- Julia Knoch (Ruhr-Universität Bochum)
Facing the challenges of cultural and linguistic diversity in academic teaching: The programme “Teaching across cultures”
- Katja Eisenächer (Hochschule Magdeburg-Stendal)
“Internationalisation of the Curriculum” as a topic for academic development: Workshops for teaching professionals at Magdeburg-Stendal University of Applied Sciences

This workshop shifts the gaze to the role of teaching professionals in culturally diverse classroom settings and invites participants to discuss how programmes in higher education didactics may support academics who seek to internationalise their courses.

“How do higher education teachers perceive cultural diversity amongst their students – and how do they deal with it?” asks **Johanna Braukmann** in her paper, raising the question of whether cultural diversity is actually used as a fruitful resource in teaching. She will present the first results of a survey conducted in spring 2016 amongst teaching professionals from various disciplines at several German higher education institutions and discusses whether the participants’ perspective on diversity is dependent on factors such as disciplinary background, teaching experience, international experiences or personality and to what extent they draw on intercultural factors when designing the content of their classes and selecting teaching methods.

Julia Knoch will present the programme “Teaching across cultures” that supports teaching professionals in devising competence-oriented teaching methods and facing the challenges that teaching an internationalised curriculum may present. The programme addresses diverse issues, such as intercultural competencies, teaching in multi-linguistic settings, good practices for culturally diverse classrooms and comparative approaches to teaching and learning. Her paper will focus on the didactic and conceptual foundations of the programme and also consider obstacles and factors for success.

Katja Eisenächer’s paper will offer a detailed perspective on a recently implemented workshop format for teaching professionals at Magdeburg-Stendal University of Applied Sciences. Her presentation broaches the issue of how study programmes can enhance students’ acquisition of international and intercultural competencies, how the internationalised curriculum can make study programmes attractive, and how classroom settings may encourage the interaction between incoming and local student communities.

The speakers invite the participants to share experiences from their own universities and reflect on the content of staff development programmes and the methods used as well as teachers’ responses to the programmes and the implications that may follow. Furthermore, discussions may focus on how these programmes may relate to, draw on, and constitute a critical part of internationalisation strategies.

Please note

Photos

During the conference, photos and video material will be produced that the organisers will use for public relations purposes. Our video team might approach individual participants to ask them whether they would like to say a few words on the topic of the conference. If you do not wish to have your photo taken or would not like to be interviewed, please tell the photographer or the video team.

WIFI

In both the Historical Building and the Heyne House, you will have WIFI access (eduroam). Alternatively, you can connect to GuestOnCampus using the username and password available at the service desk in the Historical Building (first floor).

Networking spaces

During the entire conference, the foyer of the Historical Building and the space in front of the Alfred-Hessel-Saal on the first floor will be available as spaces for networking. Close to the service desk, you will find a message board where you can post messages and requests for networking partners.

Coat check and lockers

In the Historical Building you will find a coat check next to the service desk on the first floor. Our staff will be at the service desk from 8:00 to 18:00 on 2 Nov. and from 8:30 to 13:30 on 3 Nov. They are happy to store your coats or luggage. However, the organisers take no liability for any objects left at the coat check.

Please do not lock any valuable items in the lockers on the ground floor of the Historical Building. If you are joining us for social programme and the reception at the Old Town Hall on 2 Nov., please take your personal belongings with you when you leave the Historical Building after the last workshop sessions, since the Historical Building will be locked after we leave.

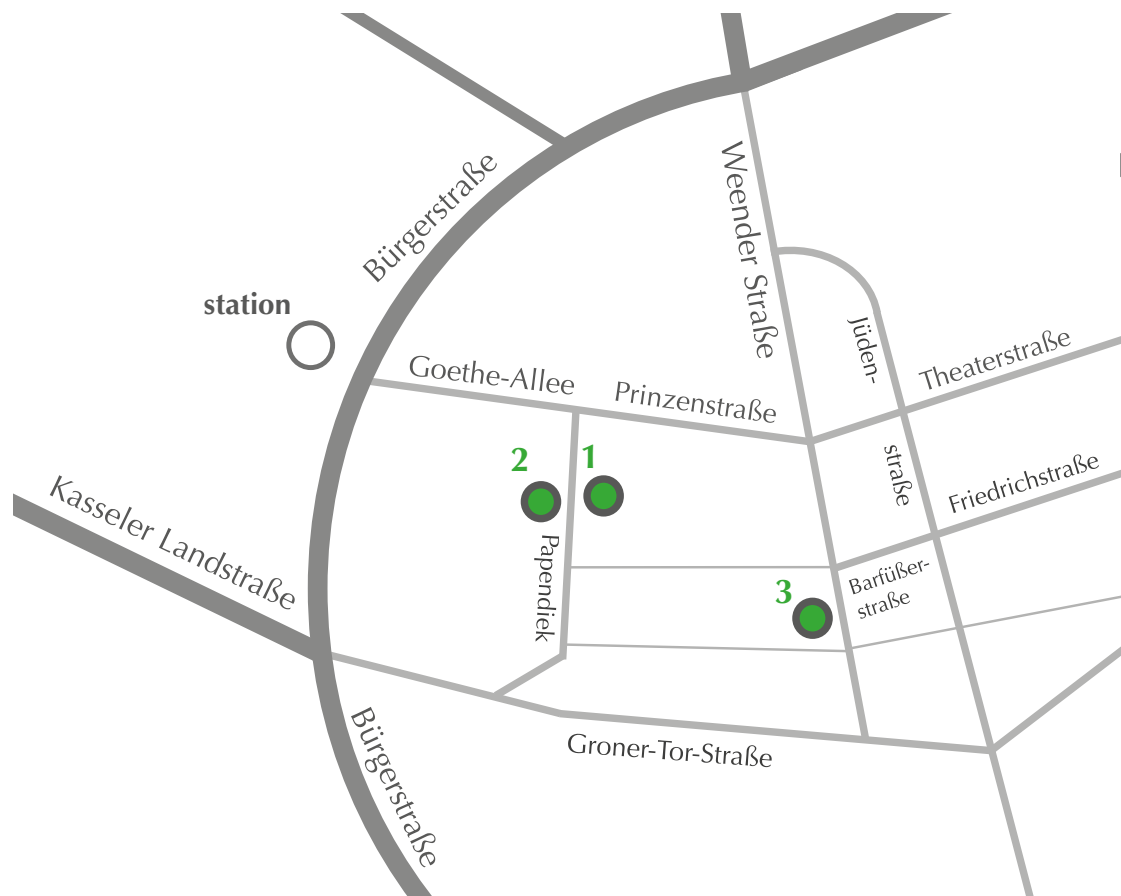
City and University tours

If you have registered for one of the city or University tours on 2 Nov., please meet us at the main entrance of the Historical Building at 18:15. After the tour, your guides will accompany you to the Old Town Hall, where the evening reception will take place afterwards.

Reception at the Old Town Hall

There will be admission control at the entrance of the Old Town Hall. Your name badge serves as admission permit. Please wear it visibly.

Addresses



1 Historical Building of the Göttingen State and University Library (Conference)

Papendiek 14

2 Heyne House (Workshop sessions)

Papendiek 16

3 Old Town Hall (Reception)

Markt 9

www.uni-goettingen.de/idc-konferenz

Phone: (+49) 551/ 39-4495

(automatically forwarded to one of the staff's mobile phones)

Organisers

Vice-President for International Affairs
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in cooperation with the departments
Göttingen International and Student and Academic Services at the University of Göttingen

in cooperation with the
German Academic Exchange Service
Section S15 "Internationalisation of Research and Teaching"
and the German Rectors' Conference (HRK)

Sponsor

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