

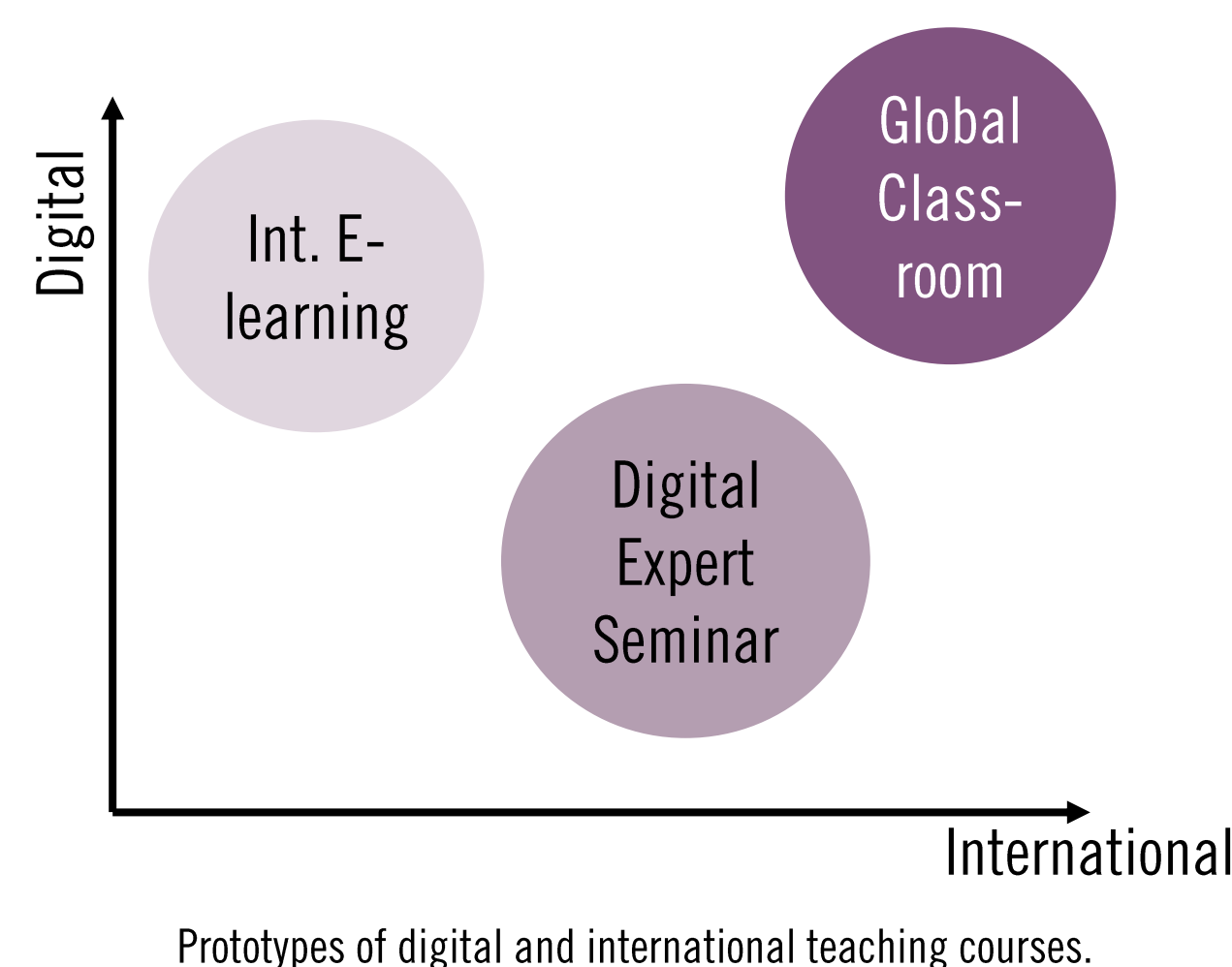
Digital teaching and learning courses for internationalising the master's complementary studies and doctoral courses // Subproject 9

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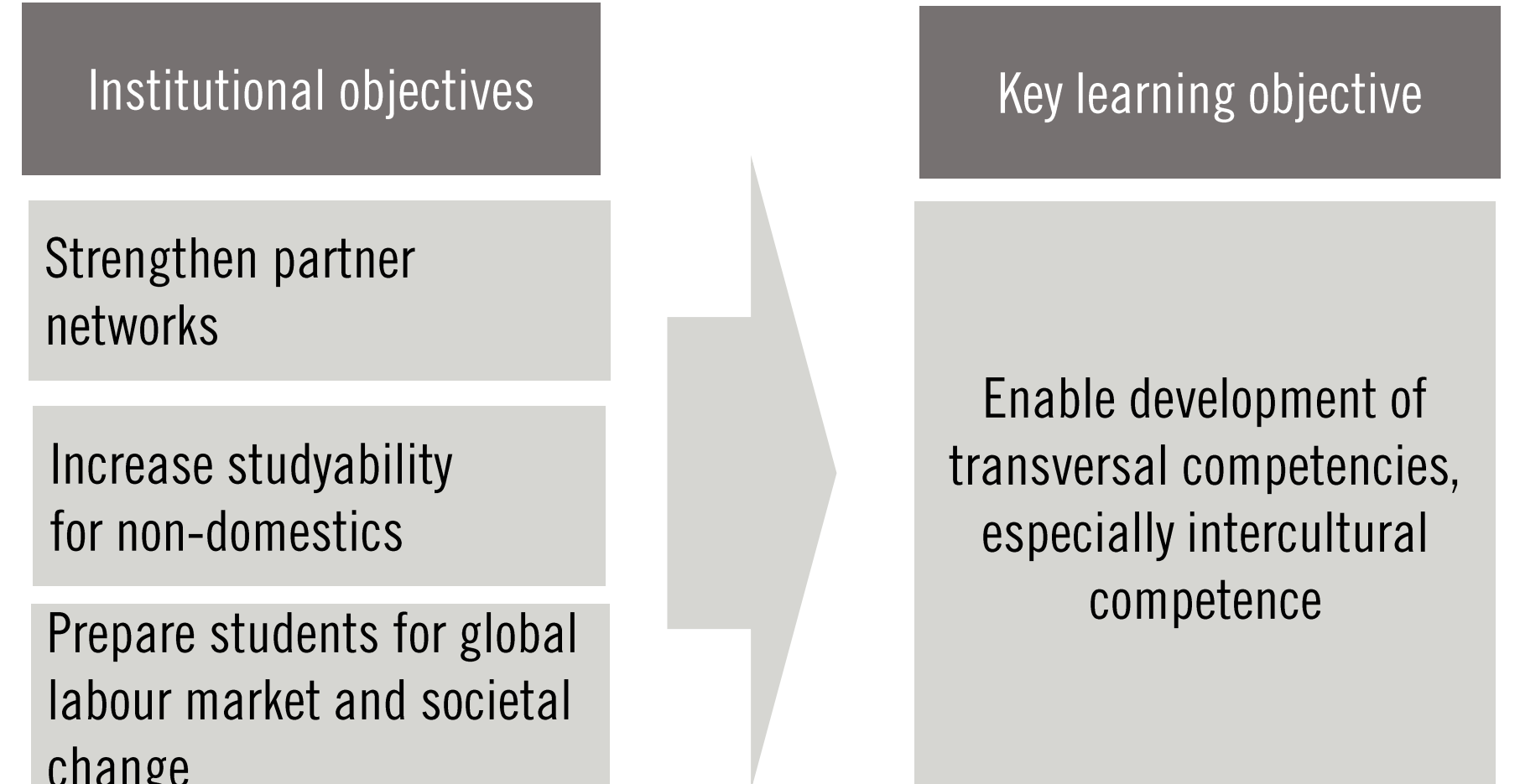
// INTERNATIONALISATION@HOME (IaH)

- Universities recognize the importance of expanding student learning to include global, international and intercultural competencies (Soria & Troisi, 2014, p. 262)
- IaH as an answer to the insight that not all students can go abroad (Bruhn, 2020)
- IaH is "the purposeful integration of international and intercultural dimensions into formal and informal curriculum for all students within domestic learning environments" (Beelen & Jones, 2015, p.69)

→ Design of digital teaching and learning courses with international components

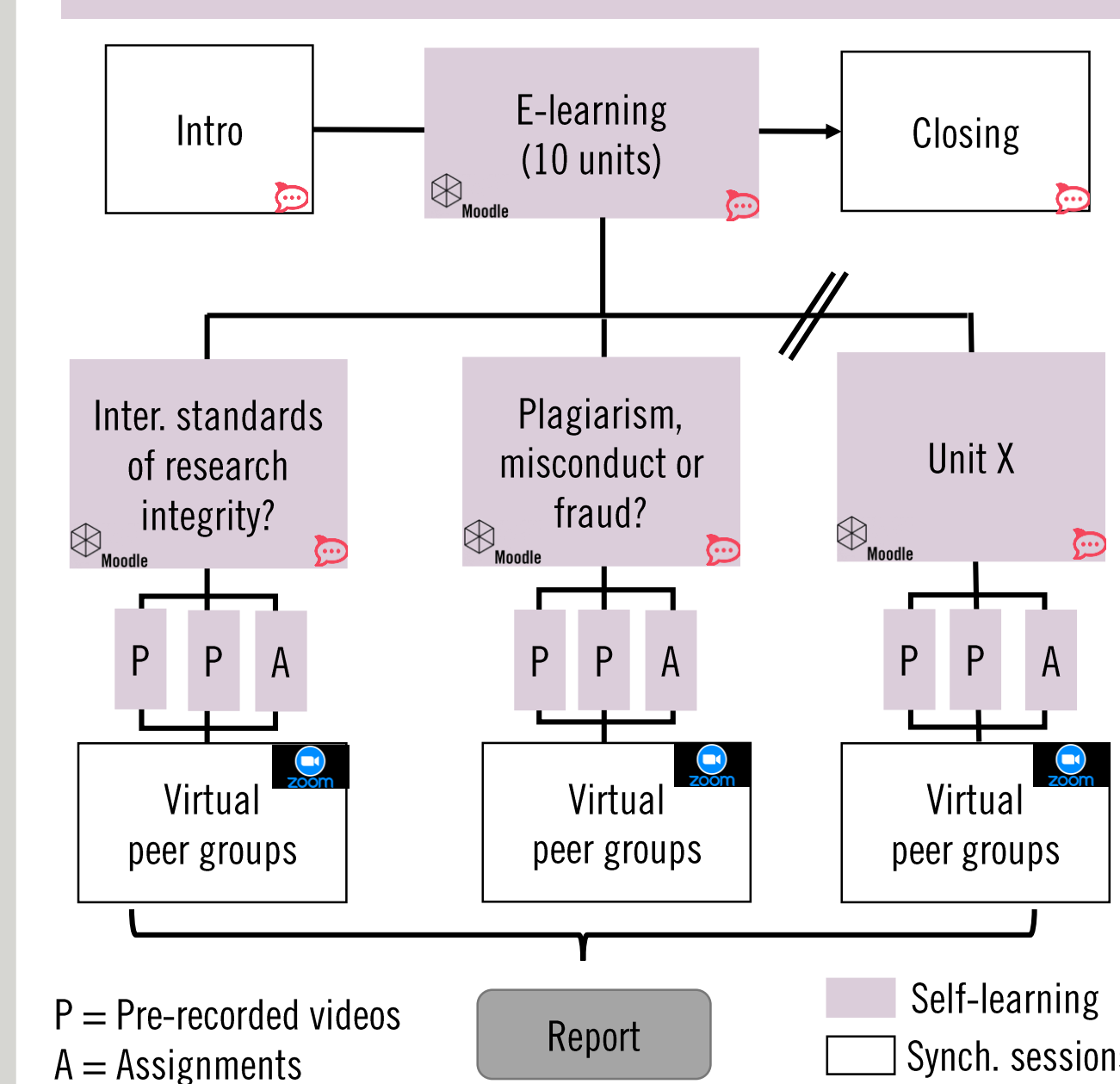


// OBJECTIVES

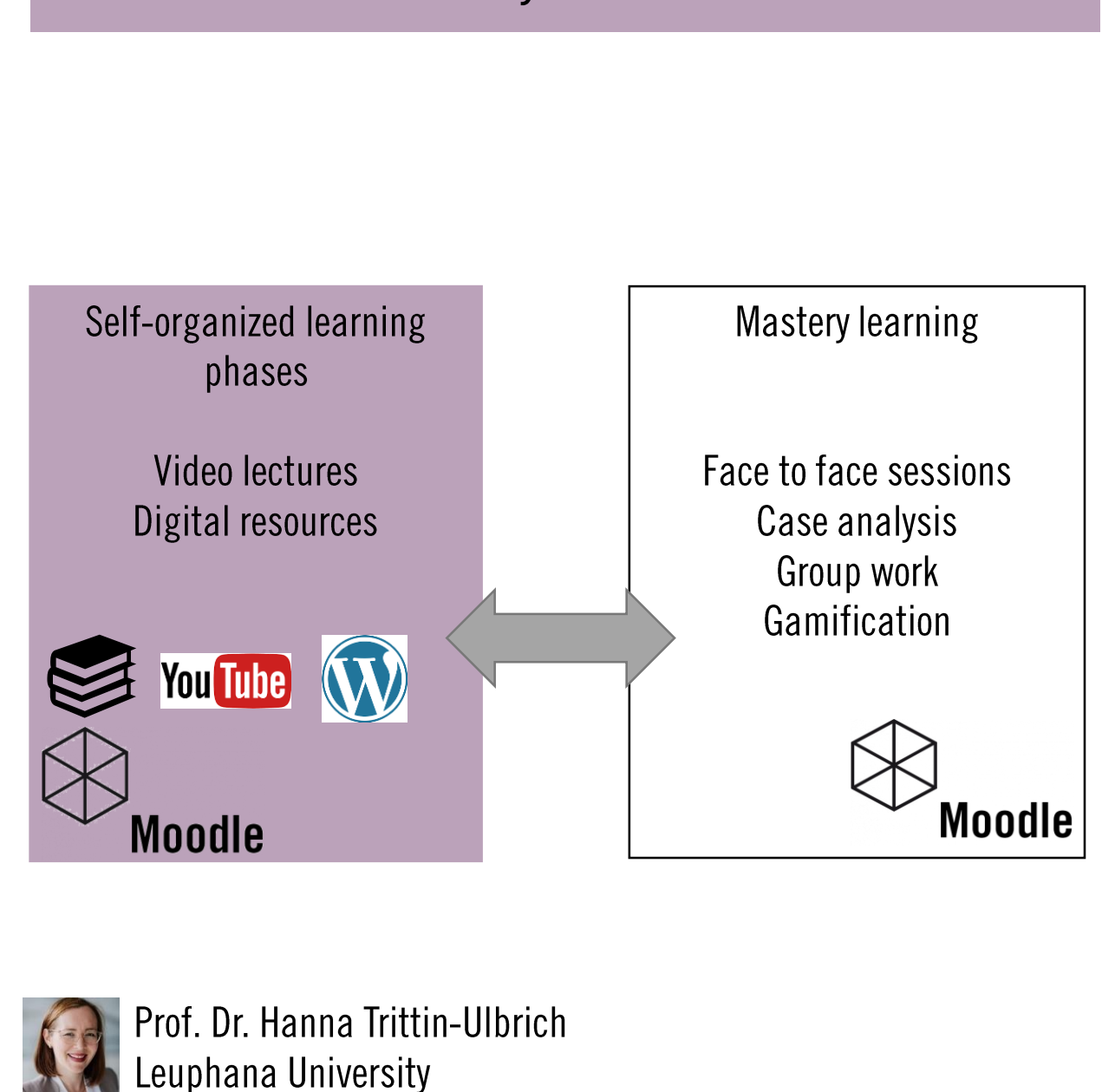


// INTERNATIONAL E-LEARNING // DIGITAL EXPERT SEMINARS // GLOBAL CLASSROOMS

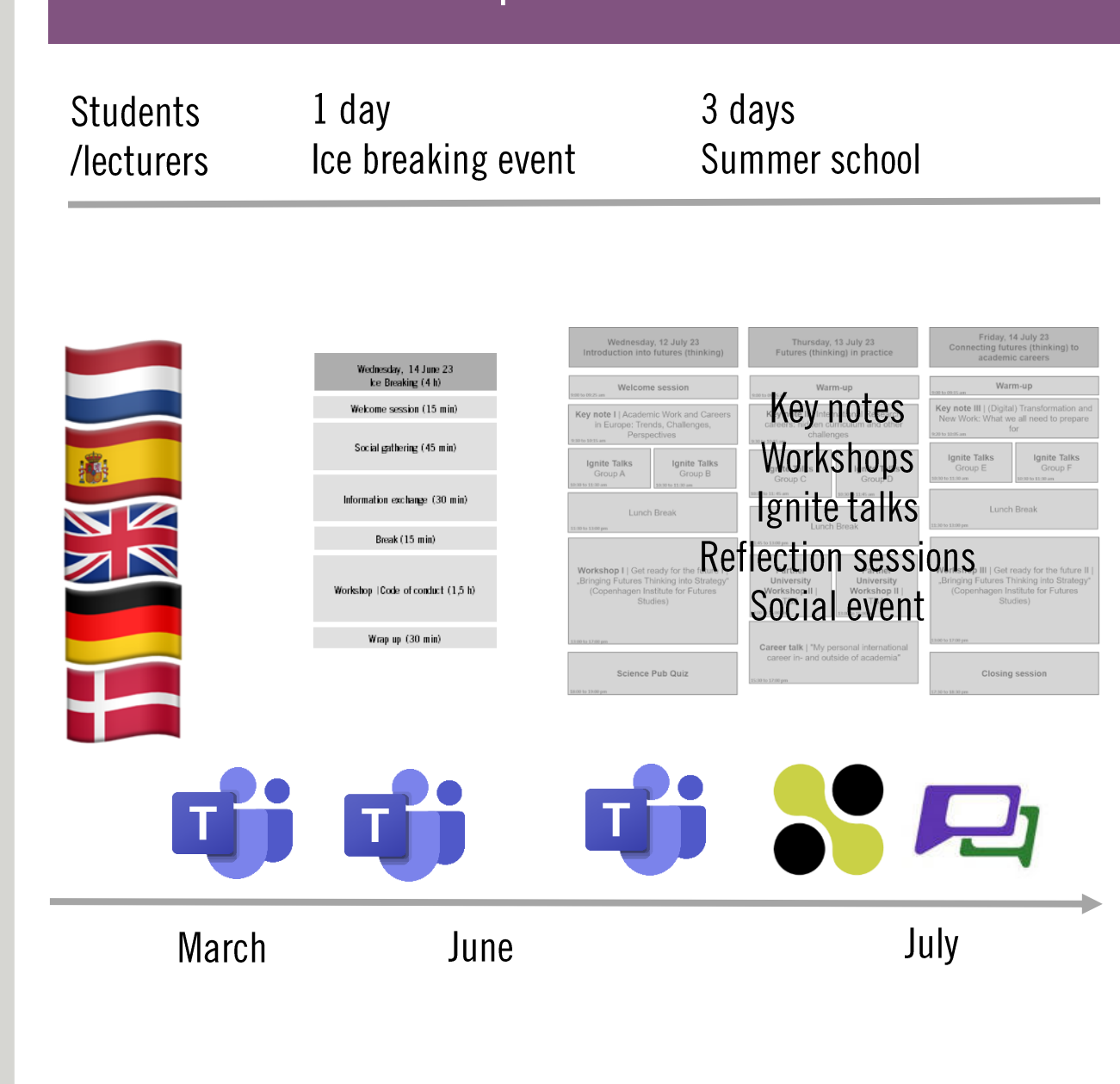
Title The Good Scientist
Target group Doctoral students
Learning objectives Enables learners to responsible and ethical research conduct in an international academic community
Digital (Self-recorded) lectures; self-organized virtual peer meetings ;
Inter-national International perspectives on research integrity and good scientific practice; international case analysis



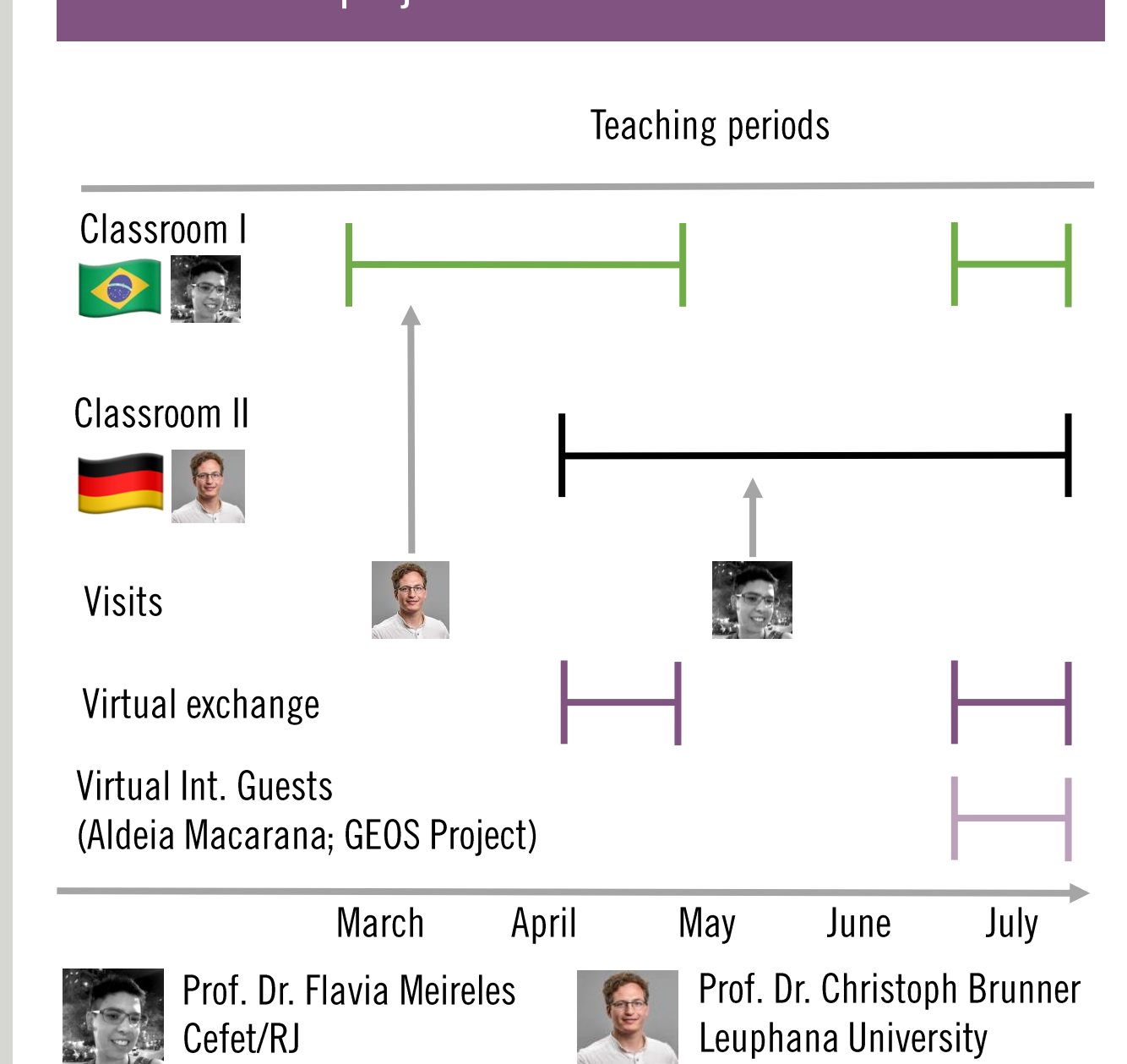
Title Data and Organizations
Target group Master's students
Learning objectives Enables learners to identify, evaluate and manage political, legal, and ethical issues of datafication
Digital (Self-recorded) video lectures; digital resources
Inter-national Int. and interdisciplinary perspectives of datafication; international guest lecturers; international and interdisciplinary case analysis



Title Feature Your Future
Target group Master's and doctoral students
Learning objectives Enables learners to futures thinking regarding European academic career development
Digital Virtual summer school; teams as networking platform
Inter-national Students from four European partner institutions; intern. lecturers; focus on European academic careers



Title Lost In Translation
Target group Master's students
Learning objectives Enables students to explore ways of undoing methods at the conjuncture of artistic, activist and indigeneous intellectual practices
Digital Synchronous and asynchronous phases; hybrid sessions; e-portfolio assessment (e.g. video ethnography)
Inter-national Brazilian and German students; indigeneous guest lecturers; Brazilian-German team teaching; international project collaboration



// PRELIMINARY OUTCOMES

// CONTACT & REFERENCES

Lessons learned

- Initiation and content creation is ressource intensive
- Create value for every partner
- Role clarification, communication plan and data protection clarification
- Draft international learning objectives
- Use appropriate (virtual) teaching and learning approaches

→ Essential for success is the support of virtual facilitators

Current challenges

- Limited interest and motivation to establish new cooperations
 - Various barriers of int. cooperations
 - Individual (e.g., language proficiency)
 - Tecnical (e.g., data protection regulation)
- Institutional (e.g., administrative support at partner unis)
- Consolidation of the cooperations

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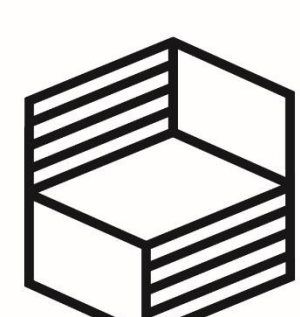
Beelen, J., & Jones, E. (2015). Redefining Internationalization at Home. In A. Curaj, L. Matei, R. Pricopie, J. Salmi, & P. Scott (Eds.), The European Higher Education Area: Between Critical Reflections and Future Policies (pp. 59–72). Springer. https://doi.org/10.1007/978-3-319-20577-0_5
Bruhn, E. (2020). Virtual Internationalization in Higher Education. Innovative University: digital - international - transformative. <https://doi.org/10.3278/5004797w>
Soria, K. M., & Troisi, J. (2014). Internationalization at Home Alternatives to Study Abroad: Implications for Students' Development of Global, International, and Intercultural Competencies. Journal of Studies in International Education, 18(3), 261–280. <https://doi.org/10.1177/1028315313496572>

→ DIGITAL TRANSFORMATION LAB FOR TEACHING AND LEARNING

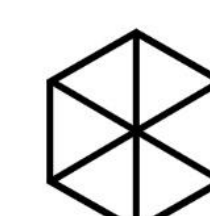
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Laufzeit: 08/2021 – 07/2024
Gefördert durch: Stiftung Innovation in der Hochschullehre
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