

10 MINUTEN DigiTaL

Die wöchentliche 10-Minuten-Reihe | DigiTaL-Projekt
Digital Transformation Lab for Teaching and Learning

→ DigiTaL | Lehrservice



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INTERNATIONALIZATION@HOME: LESSONS LEARNED FROM TWO YEARS OF FOSTERING DIGITAL AND INTERNATIONAL SEMINARS IN THE MASTER'S COMPLEMENTARY AND DOCTORAL COURSE

Anna Sundermann, Dipl.-Psych.
Digital Transformation Lab for Teaching and Learning

SP 9 | Digital teaching and learning formats for the internationalization of the Master's complementary and doctoral courses

→ Graduate School



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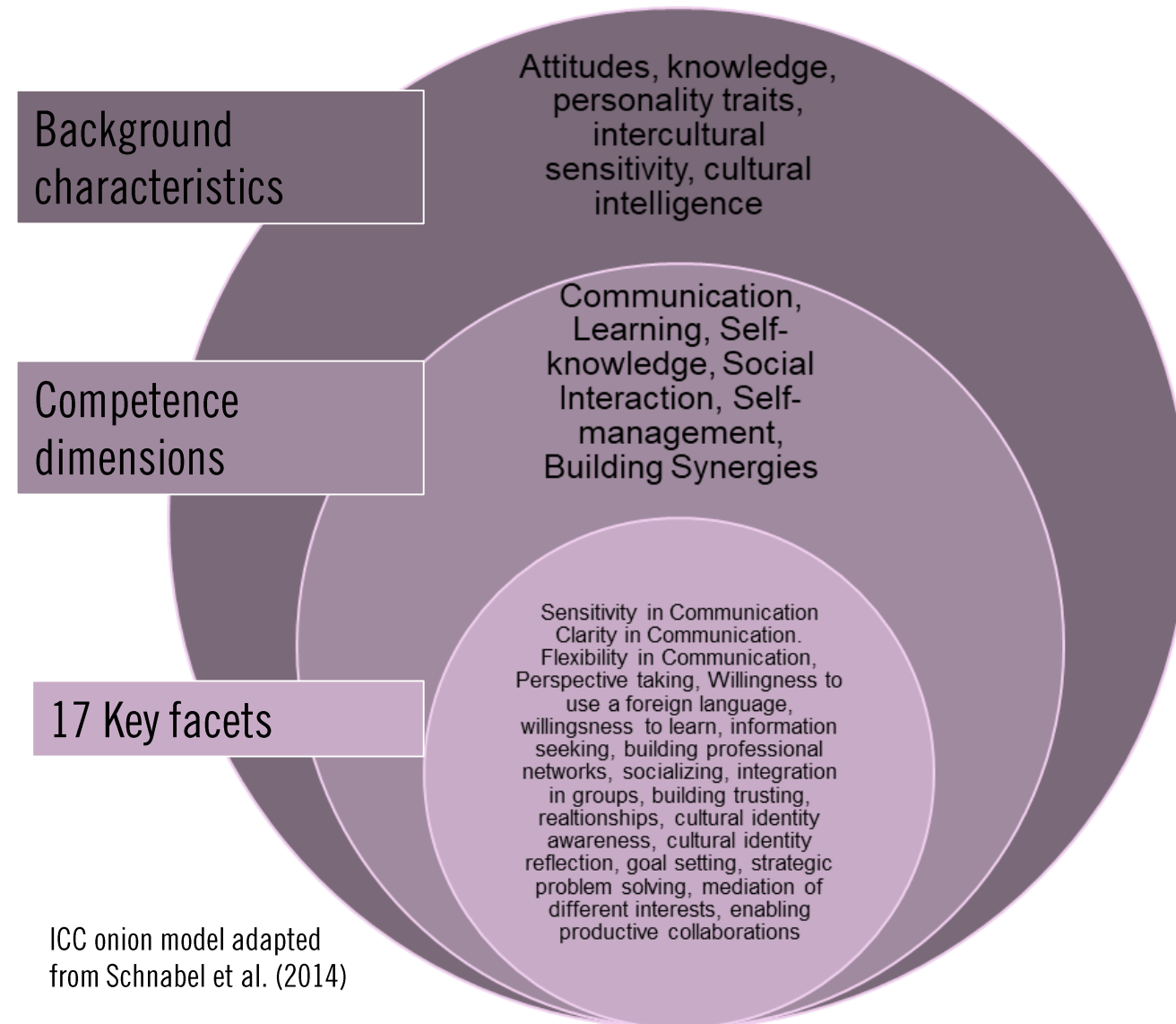
1 | INTERNATIONALIZATION IN HIGHER EDUCATION

- Global challenges of the 21st century raised the relevance of intercultural competence (Spitzberg & Changnon, 2009)
- Intercultural competence is recognized by organizations as crucial for innovation (Meyer-Guckel et al., 2019)
- Internationalization of teaching and learning in higher education aims to facilitate the acquisition of intercultural competence

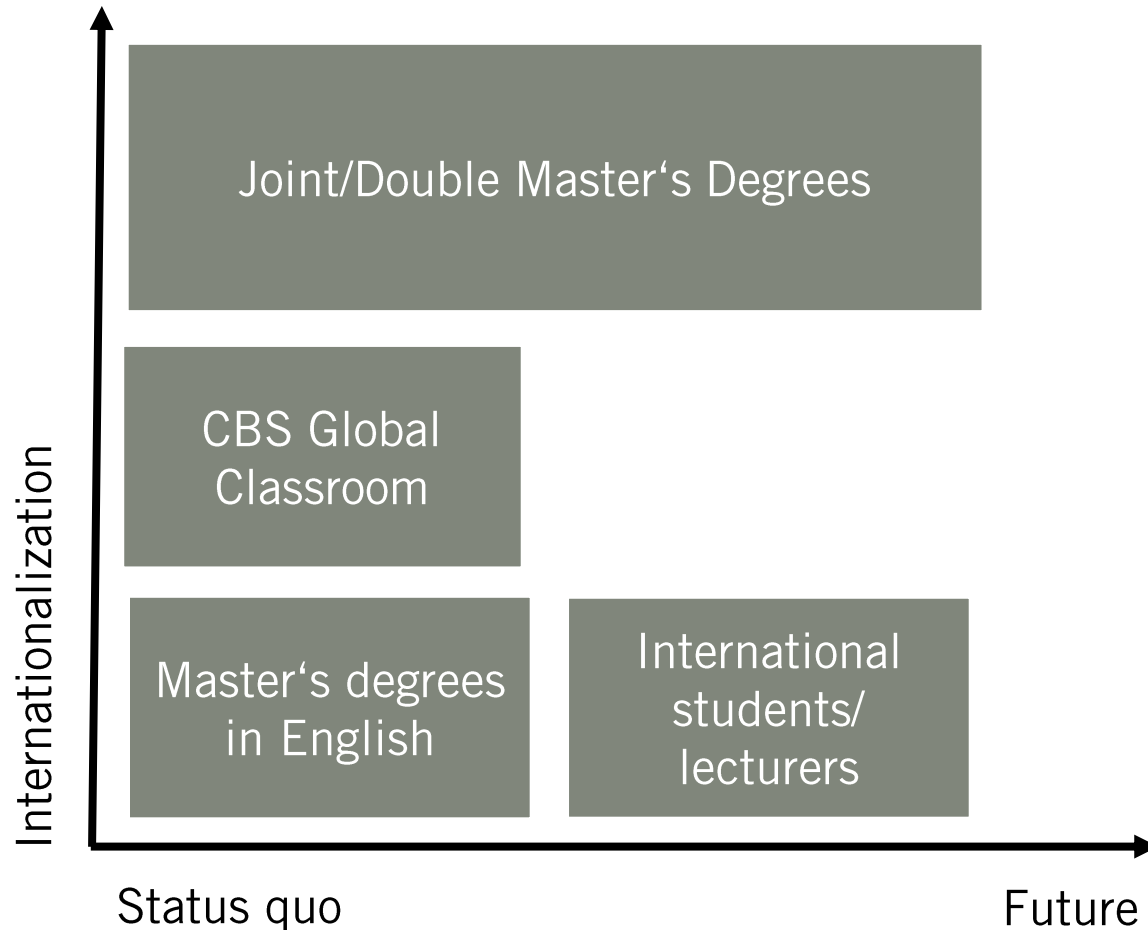


2 | INTERCULTURAL COMPETENCE

- Intercultural competence is a global behavioral orientation (Schnabel et al., 2015)
- Individuals differ in the extent to which they take interculturality into account in their behavior
- Sensitivity in communication, mediation of different interests, information seeking, cultural identity reflection, goal setting, socializing (TMIC-S; Schnabel, Kelava, Van de Vijver, & Seifert, 2015)



1 | INTERNATIONALIZATION AT LEUPHANA GRADUATE SCHOOL



Challenges

- Need for more courses taught in English
- Resource-intensive and unsustainable acquisition of int. guest lecturers
- Global classroom does not yet exploit potential for intercultural learning



2 | VIRTUAL INTERNATIONALIZATION IN TEACHING AND LEARNING

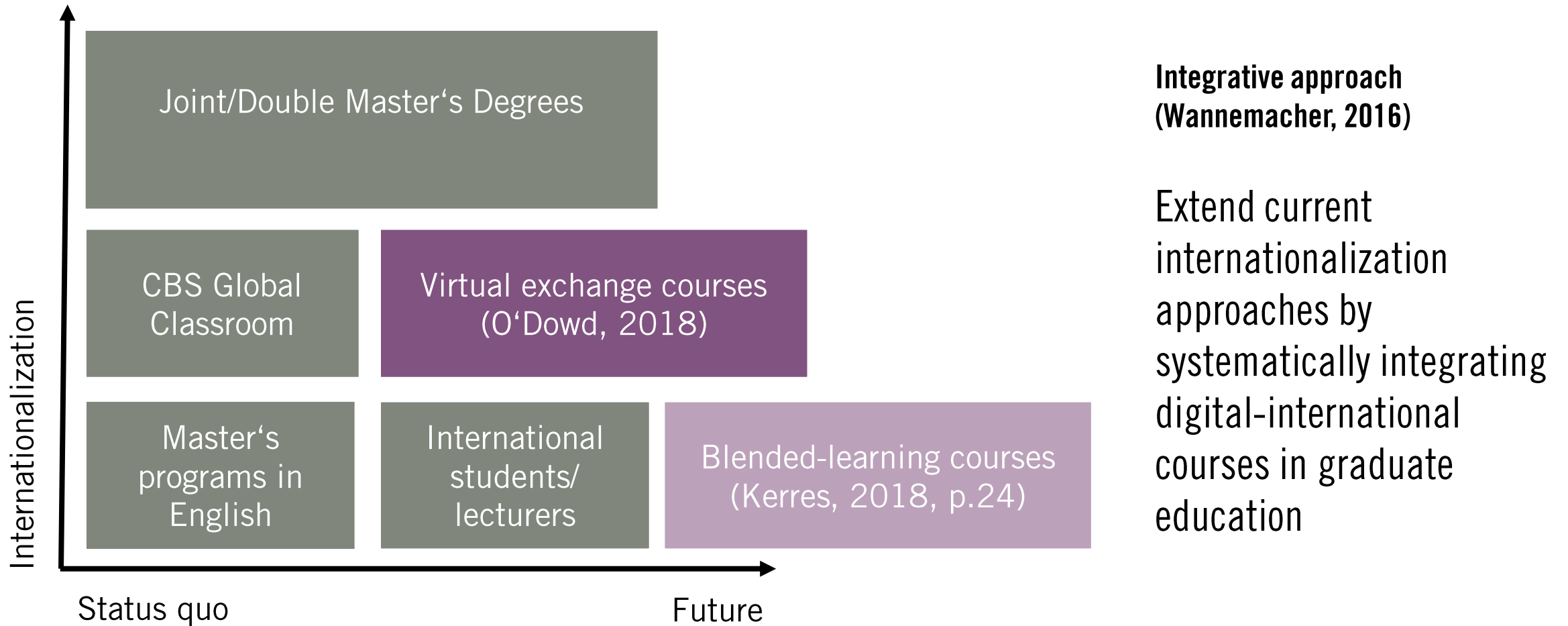
Virtual Internationalization is the process of introducing an **international, intercultural, or global dimension** into teaching and learning of higher education institutions with the help of **information and communications technology (ICT)**.

(Bruhn, 2020)



Photo by Jacob Lund

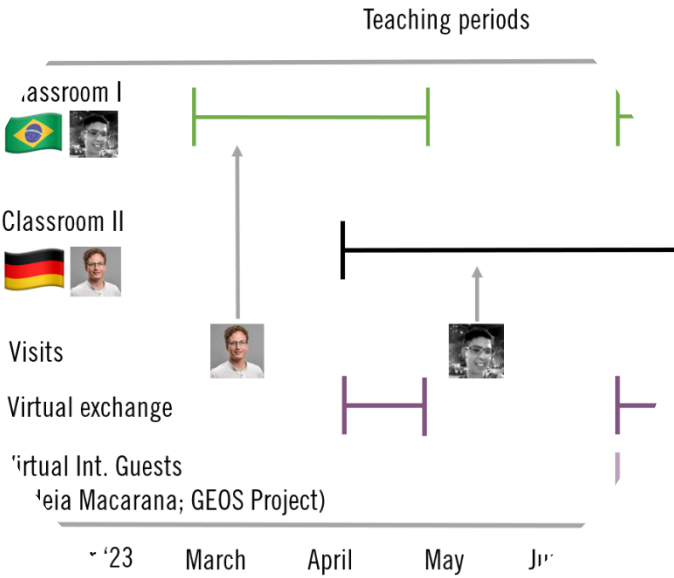
3 | INTERNATIONALIZATION AT GRADUATE SCHOOL



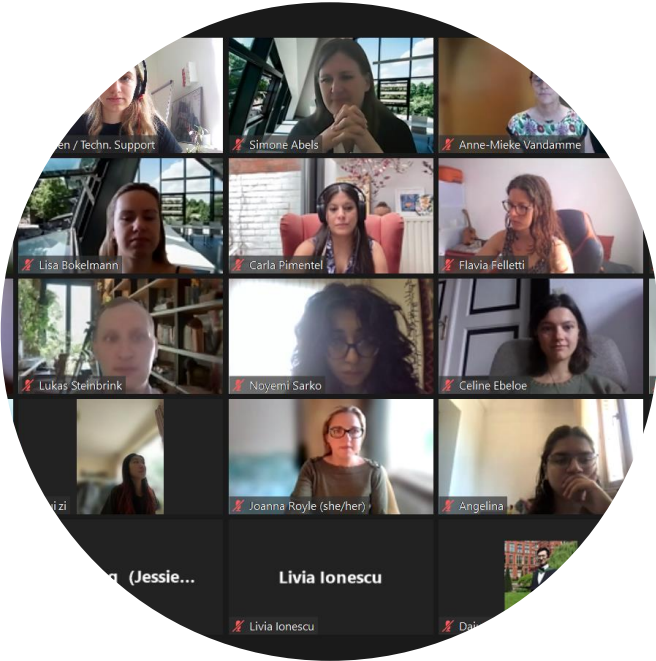
3 | DIGITAL AND INTERNATIONAL COURSES AT LUL GRADUATE SCHOOL

		Target groups		
		Master’s students	Doctoral candidates	Both
<div> <div>Formats</div> <div>(Wannemacher, 2016)</div> </div>	Blended learning	Data and organizations: A Collaborative open course for Master’s programs	The good scientist: A seminar on research integrity	
	Virtual exchange	Lost in Translation: Undoing Methods through Art and Activism Design Science Research: Knowledge production through Organizational Intervention		DigiTaL Summer School I Feature your future

4 | LESSONS LEARNED



Virtual teaching attitude



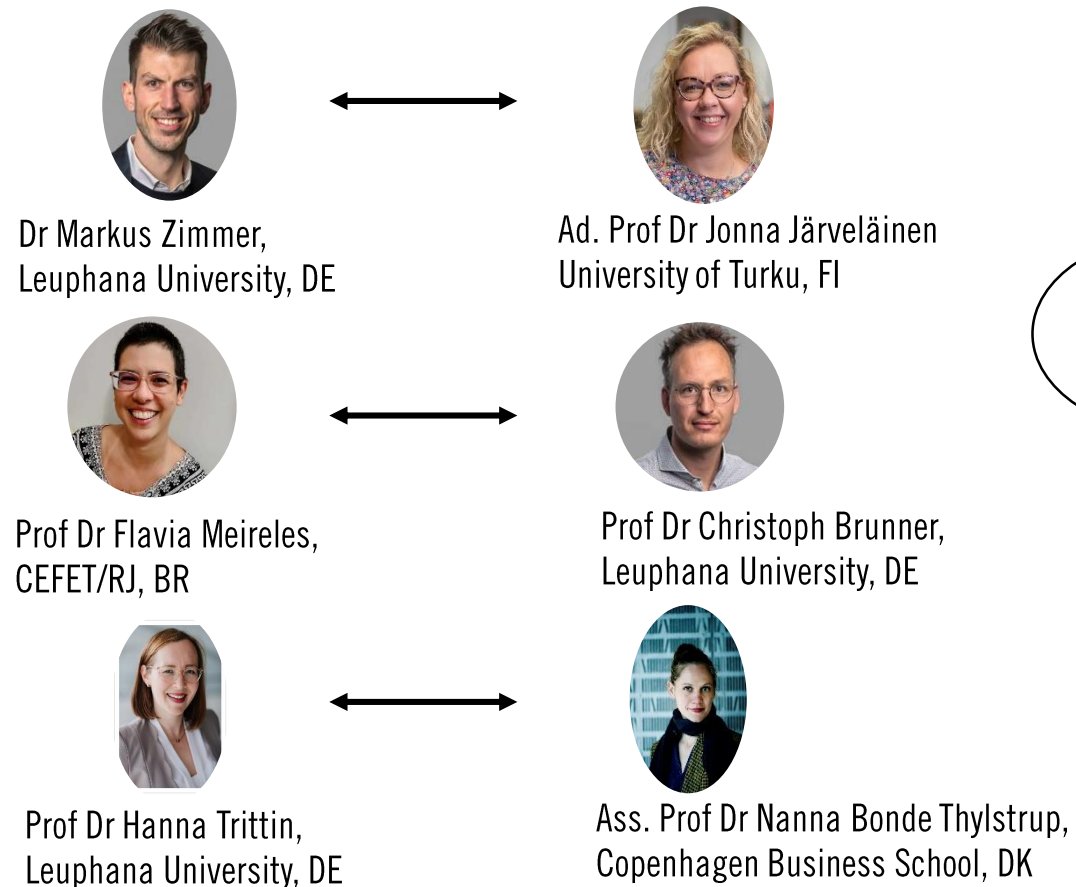
Sensitizing the students



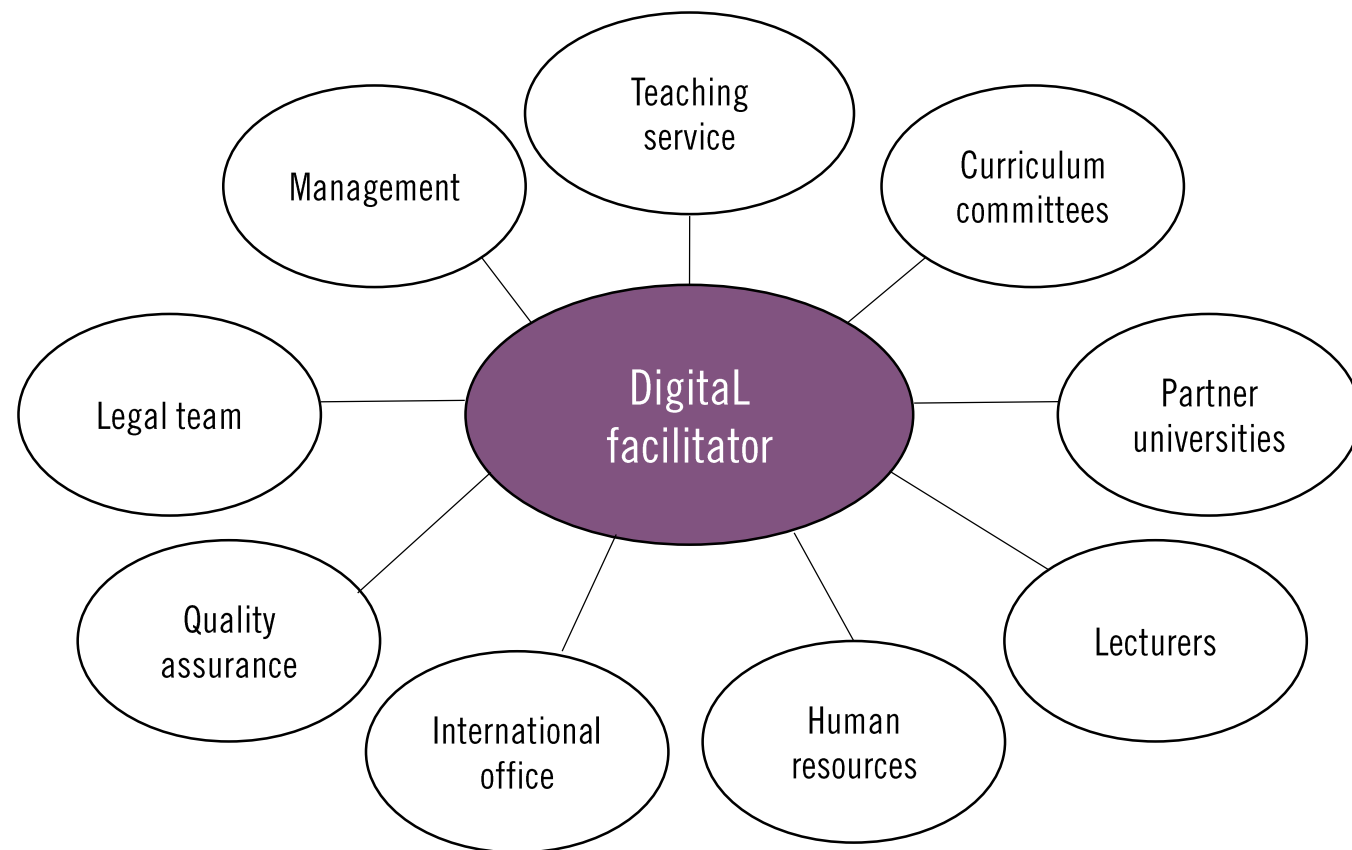
Addressing disparities



4 | LESSONS LEARNED



Established partnerships



Essential digital facilitation



5 | OUTLOOK

- Analysis of survey data to gain insights into the students' perspective
- New global classroom: Narratives in sustainability transformations for Master's complementary studies starting in Oct 2024
 - „How to virtual exchange“ – information page for lecturers



THANK YOU FOR YOUR INTEREST

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REFERENCES

Literature

Bruhn, E. (2020). Virtual Internationalization in Higher Education. Innovative University. Innovative University: digital - international - transformative. wbv Media. [https://eric.ed.gov/?q=\(E-learning+OR+%22blended+learning%22+OR+E-Teaching+OR+Online+learning+OR+Online+Courses\)+AND+internationalization%3ahigher+education+&id=ED610050](https://eric.ed.gov/?q=(E-learning+OR+%22blended+learning%22+OR+E-Teaching+OR+Online+learning+OR+Online+Courses)+AND+internationalization%3ahigher+education+&id=ED610050) <https://doi.org/10.3278/6004797w>

Meyer-Guckel, V., Klier, J., Kirchherr, J. W., & Winde, M. (2019). *Future Skills: Strategische Potenziale für Hochschulen*. Stifterverband/McKinsey. <https://www.narcis.nl/publication/RecordID/oai:dspace.library.uu.nl:1874%2F380523>

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Schnabel, D. B. L., Kelava, A., Seifert, L., & Kuhlbrodt, B. (2015). Konstruktion und Validierung eines multimethodalen berufsbezogenen Tests zur Messung interkultureller Kompetenz. *Diagnostica*, 61(1), 3–21. <https://doi.org/10.1026/0012-1924/a000110>

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Wannemacher, K. (2016). *Digitale Modelle internationaler Hochschulkooperationen*. Arbeitspapier Nr. 22. Hochschulforum Digitalisierung.

Image references

(1) Image by rawpixel.com on Freepik

(2) Businesspeople having a virtual meeting in a boardroom by Jacob Lund Photography from [Noun Project](#) (CC BY-NC-ND 2.0)

(3) Batteries in a box near sorted trash by Scopio from [Noun Project](#) (CC BY-NC-ND 2.0)



SHORT DESCRIPTIONS OF THE COURSE INNOVATIONS



THE GOOD SCIENTIST | BLENDED LEARNING COURSE

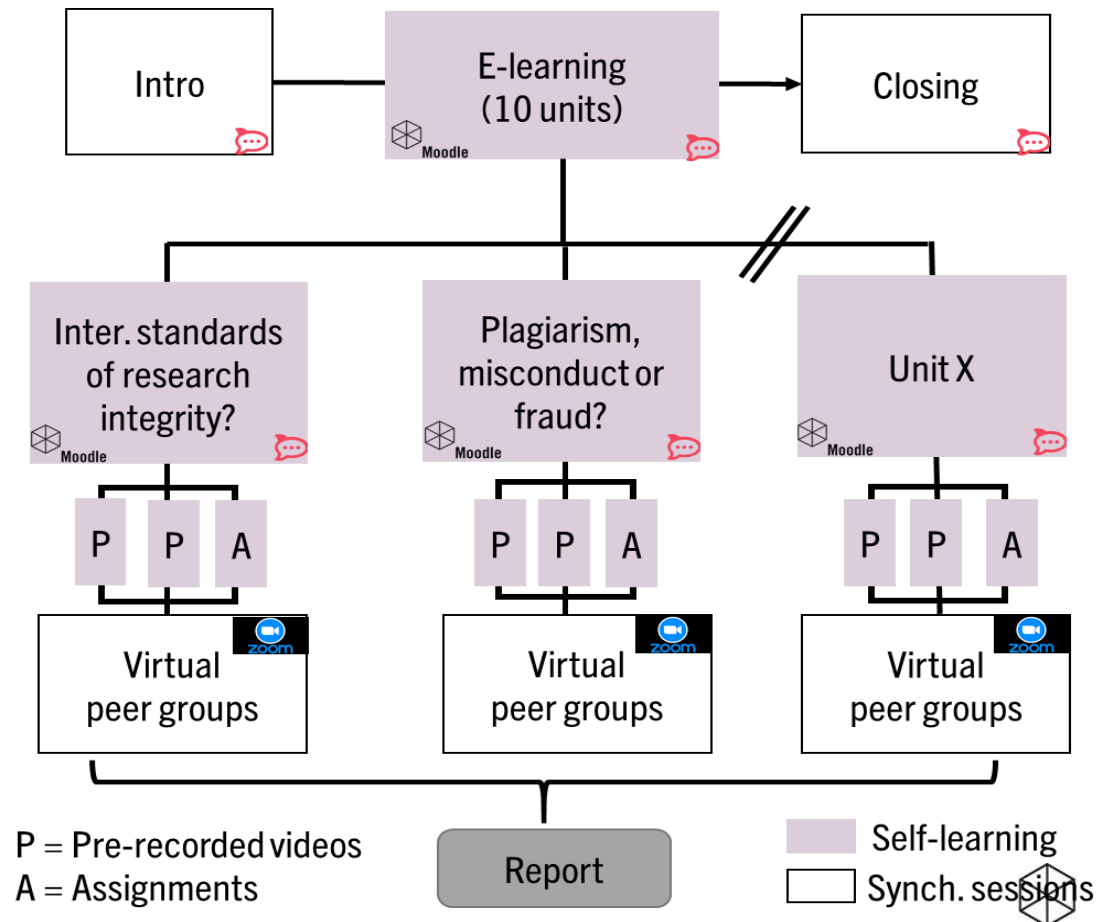
Target group	Doctoral candidates
Learning objectives	Ability to critically reflect on ethical aspects of research practice; learn about good scientific practices
Digital dimension	Various digital teaching and learning resources; Online peer and collaborative learning; Open educational resource (course material on moodle)
International dimension	International perspectives on research integrity, global case studies, Diversity and Anti-Bias Unit
Assessment	10 weekly assignments that help to align the doctoral thesis with the course content; reflection essay on the experiences during the course



Dr Claire Grauer,
Leuphana University, DE
Lecturer



Anna Sundermann,
Leuphana University, DE
Conception, Lecturer



DATA AND ORGANISATIONS | BLENDED-LEARNING COURSE

Target group	Master's students
Learning objectives	Identify, evaluate and manage political, legal, and ethical issues of datafication
Digital dimension	Self-recorded video-lectures; digital resources; OER material on dataandorganizations.org ; digital peer feedback
International dimension	Global and interdisciplinary perspectives on datafication; each session by an international guest; global cases;
Assessment	Essay on AI Report



Prof Dr Hanna Trittin-Ulbrich,
Leuphana University, DE
Conception, Lecturer



Ass Prof Dr Nanna Bonde Thylstrup,
Copenhagen Business School, DK
Conception

Class 1: Introduction to this course and to datafication

Provided by Hannah Trittin-Ulbrich, Leuphana University Lüneburg &
Nanna Bonde Thylstrup, Copenhagen Business School

Major Topics: What is datafication? Why should organizations pay interest in datafication as more than a technical question? What practices lend themselves to quantification?

Lectures

Datafication allows for personalization

Why does Netflix personalize?

- allowing consumers new ways of finding content to watch
- to maximize consumer satisfaction
- to ensure consumer retention



<https://dataandorganizations.org>



DESIGN SCIENCE RESEARCH I VIRTUAL EXCHANGE

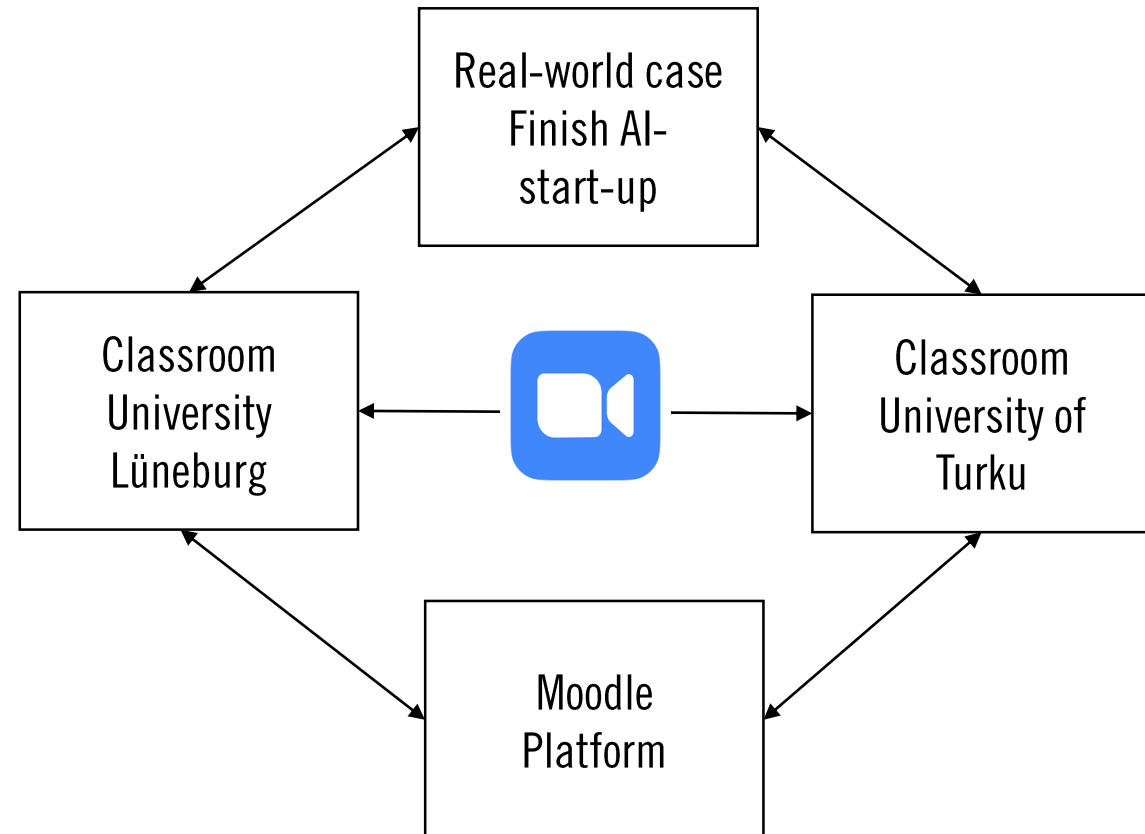
Target group	Master's students
Learning objectives	Know the basic concepts and challenges of design science research; be able to design an intervention (and research project) following the design science research approach.
Digital dimension	Asynchronous and synchronous sessions, Moodle, Virtual quizzes, virtual collaboration via Zoom, game-based learning (virtual Escape-room)
International dimension	Finish and German team teaching; bi-national team work for a Finish AI-start-up
Assessment	Report on designing an intervention for organisational development; Pitch and role play



Adjunct Prof Dr Jonna Järveläinen
University of Turku, FI
Conception, Lecturer



Dr Markus Zimmer, Leuphana
University, DE
Conception, Lecturer



LOST IN TRANSLATION | VIRTUAL EXCHANGE

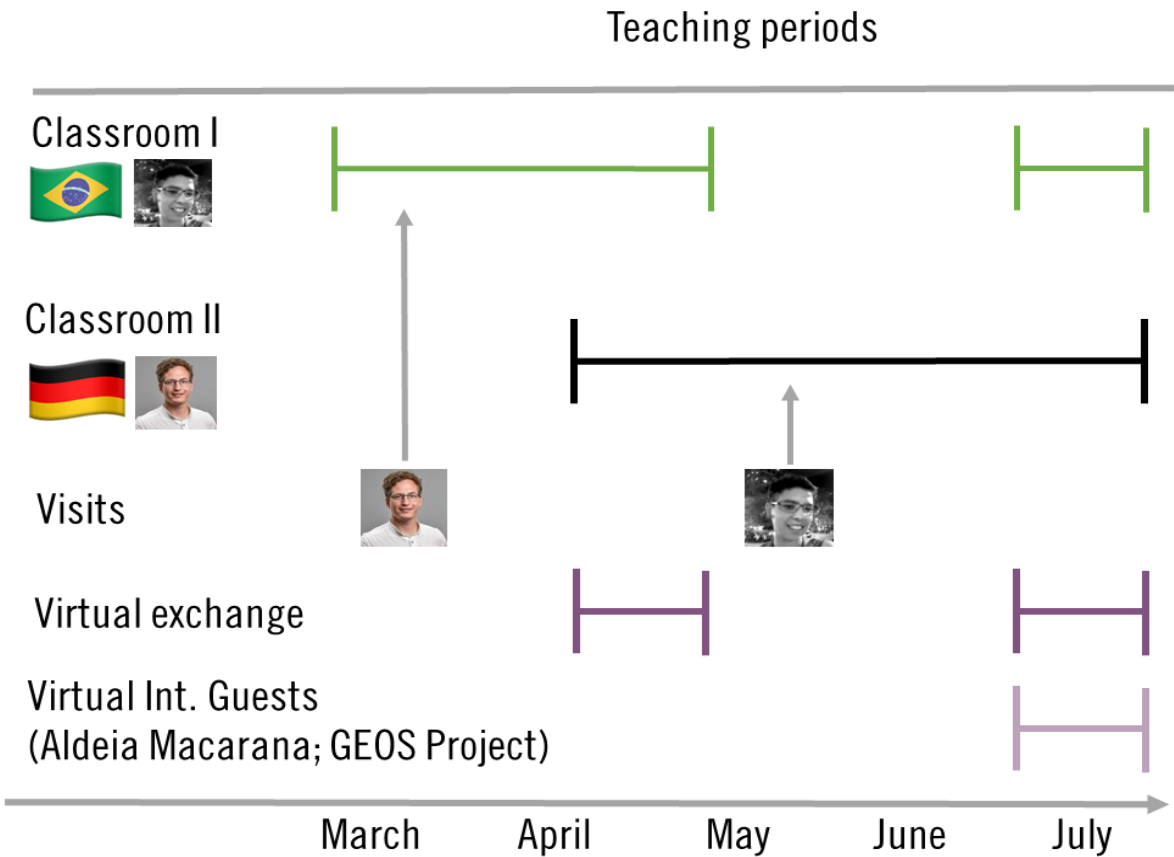
Target group	Master’s students
Learning objectives	Enables students to explore ways of undoing methods at the conjuncture of artistic, activist and indigenous intellectual practices
Digital dimension	Synchronous virtual meetings; asynchronous collaboration;
International dimension	Brazilian and German team teaching; indigenous perspectives
Assessment	Portfolio (including video ethnography)



Prof Dr Flavia Meireles,
CEFET/RJ, BR
Conception, Lecturer



Prof Dr Christoph Brunner,
Leuphana University, DE
Conception, Lecturer



FEATURE YOUR FUTURE SUMMER SCHOOL I VIRTUAL EXCHANGE

Target group	Master's students and doctoral candidates
Learning objectives	Understanding strategic uncertainty in future academic working environments; ability to build futures scenarios; Connecting foresight to strategic purpose
Digital dimension	Synchronous virtual meetings; virtual collaboration; teams exchange platform
International dimension	European perspectives on the future of academic work and higher education ; Guest speakers from Belgium, Denmark, UK; international audience,
Asignments	Essay and reflection report; ignite talk of career narrative



Dr Kay Guccione,
University of
Glasgow, UK
Partner Institution



Prof Dr Anne-Mieke
Vandamme,
KU Leuven BE,
Partner Institution



Anna Sundermann,
Leuphana University,
DE
Moderation,
coordination

Students /lecturers	1 day Ice breaking event	3 days Summer school
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Wednesday, 14 June 23 Ice Breaking (4 h)
Welcome session (15 min)
Social gathering (45 min)
Information exchange (30 min)
Break (15 min)
Workshop (Code of conduct) (1,5 h)
Wrap up (30 min)

Wednesday, 12 July 23 Introduction into futures (thinking)	Thursday, 13 July 23 Futures (thinking) in practice	Friday, 14 July 23 Connecting futures (thinking) to academic careers
Welcome session	Warm-up	Warm-up
Key note I Academic Work and Careers in Europe: Trends, Challenges, Perspectives	Key note II (Digital) Transformation and New Work: What we all need to prepare for	Key note III (Digital) Transformation and New Work: What we all need to prepare for
Ignite Talks Group A	Ignite Talks Group C	Ignite Talks Group E
Ignite Talks Group B	Ignite Talks Group D	Ignite Talks Group F
Lunch Break	Lunch Break	Lunch Break
Workshop I Get ready for the future I "Journeying Futures Thinking into Strategy" (Copenhagen Institute for Future Studies)	Workshop II Get ready for the future II "Journeying Futures Thinking into Strategy" (Copenhagen Institute for Future Studies)	Workshop III Get ready for the future III "Journeying Futures Thinking into Strategy" (Copenhagen Institute for Future Studies)
Science Pub Quiz	Career talk "My personal international career in- and outside of academia"	Closing session



March

June

July

