

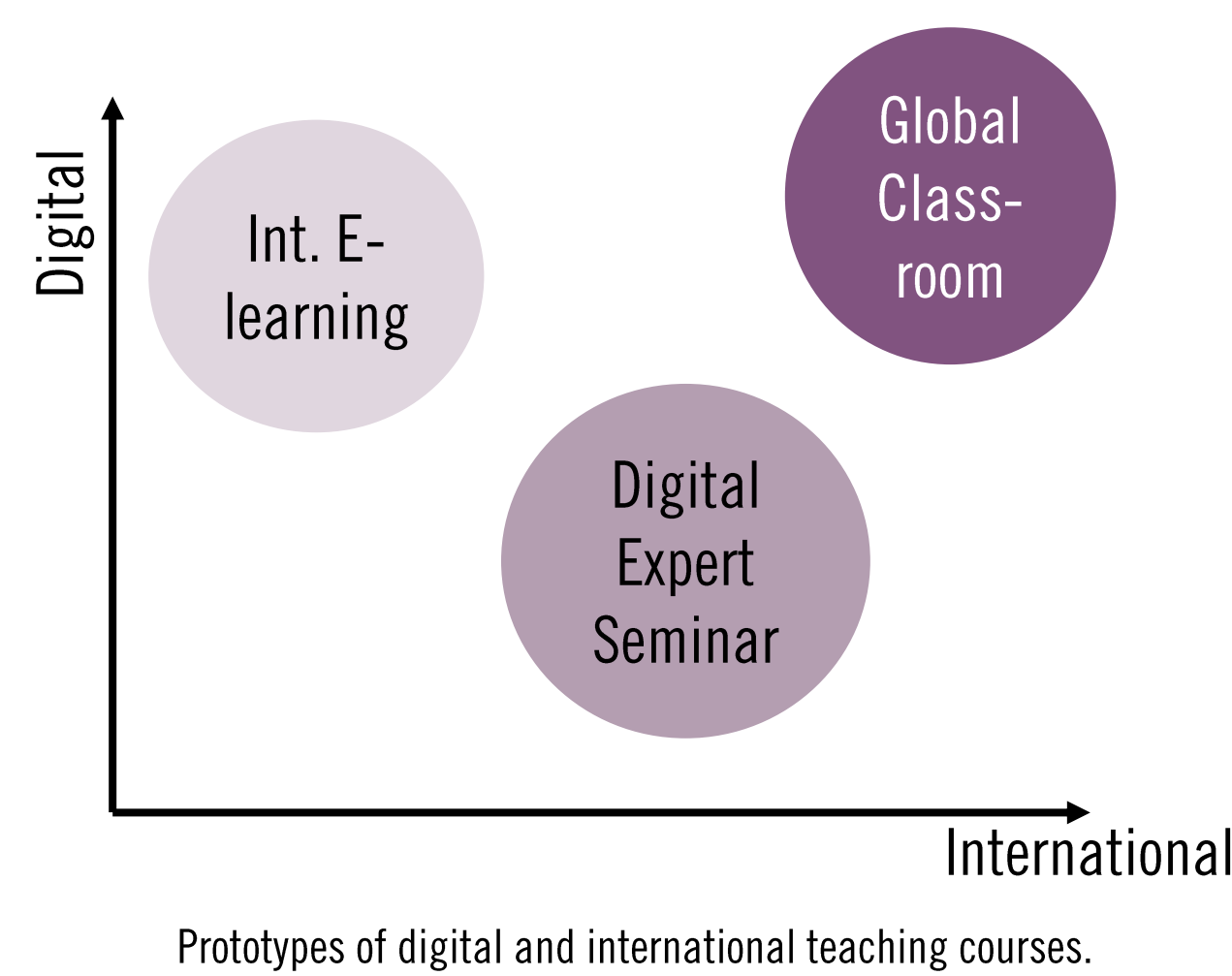
Digital teaching and learning courses for internationalising the master's complementary studies and doctoral courses // Subproject 9

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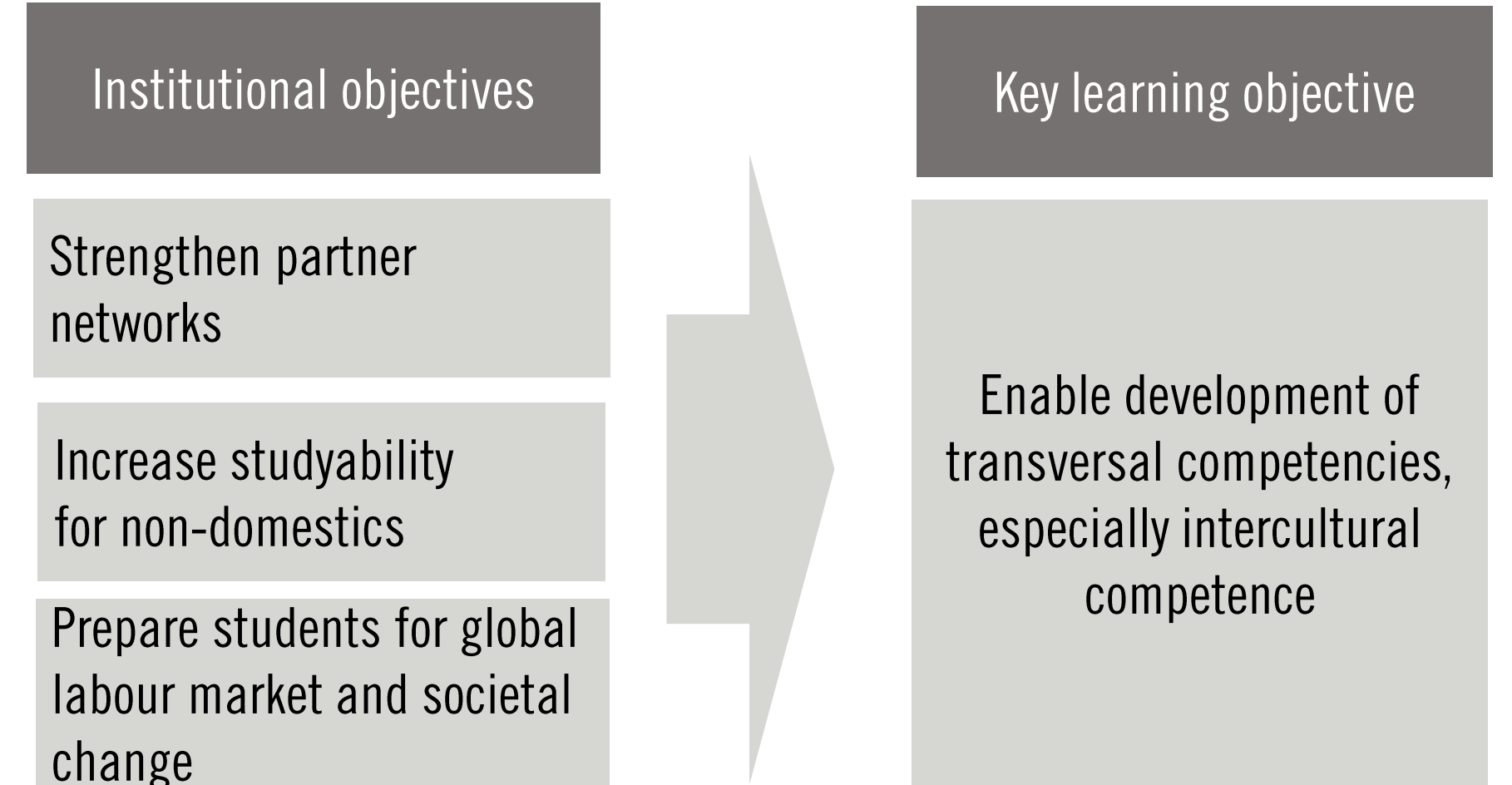
// INTERNATIONALISATION@HOME (IaH)

- 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

<p>Title The Good Scientist</p> <p>Target group Doctoral students</p> <p>Learning objectives Enables learners to responsible and ethical research conduct in an international academic community</p> <p>Digital (Self-recorded) lectures; self-organized virtual peer meetings ;</p> <p>International International perspectives on research integrity and good scientific practice; international case analysis</p> <p>P = Pre-recorded videos A = Assignments</p>	<p>Title Data and Organizations</p> <p>Target group Master's students</p> <p>Learning objectives Enables learners to identify, evaluate and manage political, legal, and ethical issues of datafication</p> <p>Digital (Self-recorded) video lectures; digital resources</p> <p>International Int. and interdisciplinary perspectives of datafication; international guest lecturers; international and interdisciplinary case analysis</p> <p>Prof. Dr. Hanna Trittin-Ulbrich Leuphana University</p>	<p>Title Feature Your Future</p> <p>Target group Master's and doctoral students</p> <p>Learning objectives Enables learners to futures thinking regarding European academic career development</p> <p>Digital Virtual summer school; teams as networking platform</p> <p>International Students from four European partner institutions; intern. lecturers; focus on European academic careers</p>	<p>Title Lost In Translation</p> <p>Target group Master's students</p> <p>Learning objectives Enables students to explore ways of undoing methods at the conjuncture of artistic, activist and indigeneous intellectual practices</p> <p>Digital Synchronous and asynchronous phases; hybrid sessions; e-portfolio assessment (e.g. video ethnography)</p> <p>International Brazilian and German students; indigeneous guest lecturers; Brazilian-German team teaching; international project collaboration</p>
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// PRELIMINARY OUTCOMES

// CONTACT & REFERENCES

Lessons learned

- Initiation and content creation is resource 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)
 - Technical (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*. wv Media. <https://doi.org/10.3278/5004797w>

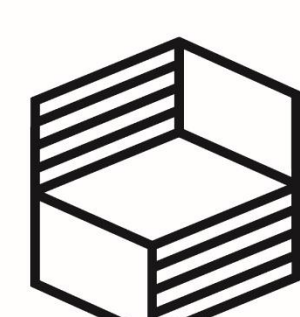
Soria, K. M., & Troisi, J. (2014). Internationalization at Home Alternatives to Study Abroad: Implications for Students' Development of Global, International, and Intercultural Competencies. *Journal of Studies in International Education*, 18(3), 261–280. <https://doi.org/10.1177/1028315313496572>

→ DIGITAL TRANSFORMATION LAB FOR TEACHING AND LEARNING

Leitung: Prof. Dr. Erich Hörl und Dr. Julia Webersik
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