

Transnationalizing Curricula By Digital Means

Speaker

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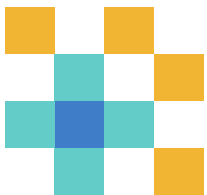


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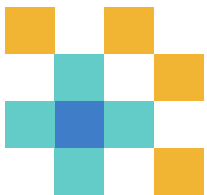
Content

1. What is transnational education and why should we care for it ?
2. Forms and formats of transnational education
3. Enabling Virtual Mobility
4. Transnationalizing Curricula



I.

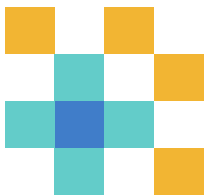
What Is Transnational Education and Why Should We Care For It ?



Transnational ≠ international!

- International education is about mobility and exchange
 - International education is an experience of difference, an immersion into a different cultural and scientific perspective
 - International education is disruptive, individual and singular
 - International students are visitors or guests – hosted by locals
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- Transnational education is about cooperation and interaction
 - Transnational education is an experience of integration, translation, reciprocal transition of ideas and views
 - Transnational education is integrative, collaborative and pluralist
 - Transnational students constitute a unique international classroom

Transnational experience prepares for a globalized, multilateral, internationally cooperative (private and) professional World



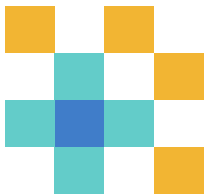
...but also for academic and scientific reasons!

- Transnationality enhances didactical means
 - Multiperspectivism
 - Diversity
 - Global responsibility
- Transnationality enhances scientific content/discourse
 - Plurimethodological design
 - Comparative approaches
 - International research screening
- Advantage of Mixed Teamwork/Transnational Student Cooperation
 - Allows for reflection of national scientific traditions/schools
 - Introduces into international research community
 - Prepares for international research experience



II.

Forms and Formats of Transnational Education



Virtual Mobility



Virtual Exchange

- Inviting international students to join a course
- Sharing courses with partner institutions
- Admitting virtual exchange students in a course
- Not paying attention to the „international classroom“
- Not paying attention to the „international perspective“
- Not paying attention to the „intercultural encounter“
- But: VM is a flexible tool for international networking
- And: VM is a valuable contribution to „internationalisation@home“

- Designing a course for international students
- Cooperating with a partner in organizing the course
- Integrating international students into a course
- Facilitating interaction in the “international classroom”
- Taking into account the “international perspective”
- Giving room and time for the “intercultural encounter”
- But: VExch is an ambitious, demanding format for sustainable cooperation
- And: VExch is a real extension and enrichment of course contents and curricula



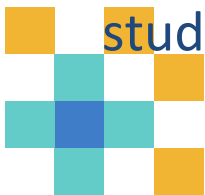
COIL – Collaborative Online International Learning

- Virtual Exchange:
EU/Erasmus-defined format,
focused on intercultural experiences
and encounters
- COIL:
US-notion for a similar didactic approach,
focused on content-driven collaboration

Main features

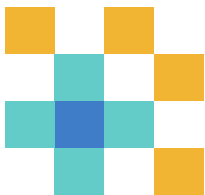
- Joint-/Tandem-taught
- Collaborative in teaching and learning
- Interculturally sensible
- Digitally sophisticated
- Customised with view to time and space

Applies for rather small seminars (up to 20 students each)



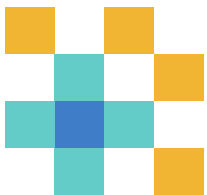
COIL – Main Features

- Joint-/Tandem-taught course:
 - One lecturer from each side, joint preparation and joint teaching
 - „Intercultural“ experience for the lecturer and „positive“ competition!
- Collaborative in teaching and learning
 - Particular attention given to interactive/cooperative learning strategies
 - Group work, student projects, mixed teams, joint presentations etc.
- Interculturally sensible: syllabus reflects the international classroom
 - With view to academic/scientific setup (multiperspectivity, plurimethodological, comparative, „globalized“)
 - With view to intercultural impact (special care for „onboarding“, additional tutoring, room for socialising, occasions for extracurricular encounters)
- Digitally sophisticated
 - Constructive deployment of digital opportunities and tools/formats
 - Tailor made for content and course composition
- Customized with view to time and space
 - Appropriate mix of synchronous and asynchronous elements
 - Flipped classroom, independent projects, blog/shared documents, chat forum etc.



III.

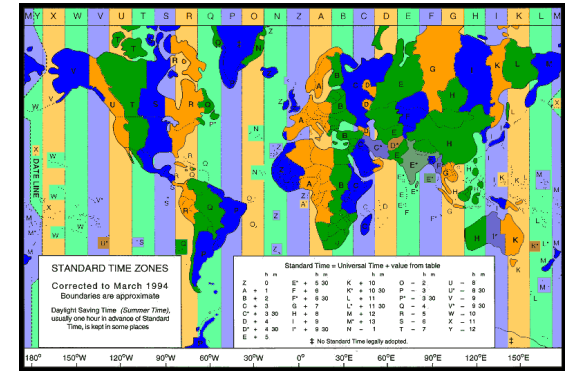
Enabling Virtual Mobility



Overcoming Obstacles: Administrative and Technical

Administrative:

- Time-difference and academic term incompatibilities
 - Individual solutions necessary and possible; flexibility required
- Registration of „single-course“ virtual exchange students
 - At UoC: visiting student status (rather a guest than an exchange student)
- Recognition of courses/academic achievement
 - In VE/COIL: full curricular integration at home university.
 - In VM: via international transcript of record



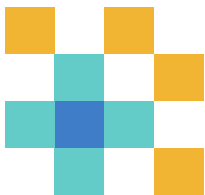
Technical

- Access to LMS and Digital Resources
 - Depends on student status (see above) or granted individually
 - Alternatively: deploy external platform (googledrive, onedrive, dropbox...)
- Accessibility/Availability (e.g. China: Facebook, Youtube)
 - Requires prior reflection and/or individual solutions
- OEM
 - Joint course preparation as an opportunity for generating OEM



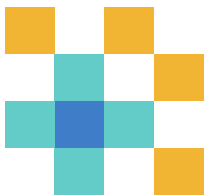
Overcoming Obstacles: Convincing People

- Find a cooperation partner
 - Among your scientific correspondents/partners
 - Within your partner institutions
 - Through existing exchange programs and coordinators
- Spread the idea among colleagues
 - Transnational teaching/learning as an innovative complement, not as a eccentric spleen
- Persuade your dean of studies
 - Transnational elements improve and enhance curricula, and support international relations
 - Fight for curricular integration
- Promote transnational courses among students
 - Don't hide potentially higher work-load
 - Emphasize the advantages and benefits



IV.

Transnationalizing Curricula



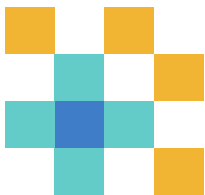
Variants of curricular integration

Virtual Mobility

- Reciprocal recognition of previously concerted courses
- International Transcript of Record according partner requirements
- Curricular integration of „n“ international seminars/lectures
 - „Internationalization windows/modules“
 - Specific comparative or international research courses
- Easy and useful feature for international (Joint-) Degree programs

VE/COIL

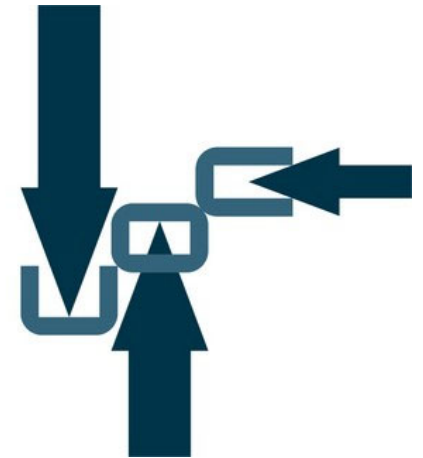
- Adapts to existing curricula (N.B. Linguistic restrictions may cause problems!)
 - Possibly making attendance of selected international modules obligatory
 - International agreements for institutionalizing teaching cooperation
- Particularly appropriate within Joint- or Double-Degree programs
 - Enhances interlocking and adjustment of joint curricula
 - Allows for improved balancing and finetuning (e.g. propaedeutica, consecutivity, methodological convergence etc.)



What we did it in Cologne and how

International Virtual Mobility program „ViM“

- Broad selection of (English taught) courses
- Provided in cooperation with the faculties
- Offered to students from university-wide partner universities
- In cooperation with the International Offices of the partners
- Registered as „virtually visiting student“ for one course
- International Transcript of Record issued by International Office of UoC



Transnational Virtual Exchange program „EduVEnture“

- 14 co-taught courses in 3 faculties in 2020/21 as pilot project
- Extra funding from German Academic Exchange Service allowed development
- Regular roundtables with lecturers involved
- „Roadmap“ for improving admin. and technical conditions
- Supported by Faculties and Rectorate
- Curricular integration promoted
- New round with 10 courses in 2021/22 in preparation



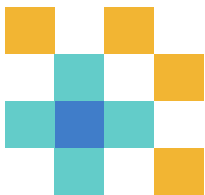
What the Medical Faculty did and might do soon

- Broadcasted lectures since 2015
 - Asynchronous lecturing
 - In part internationally opened (VM)
- Cooperation with University of Dschang, Cameroon
 - Co-taught courses in support of exchange program
 - „Export“ of curriculum
- Close partnership with Semmelweis University Budapest through EUA EUniWell
 - In preparation:
 - Joint courses and lectures
 - Joint-Degree Programs
 - Interlocking curricula



At The End of The Day...

- Digital means facilitate transnational education
- Transnational education enhances existing curricula
- Forms and formats may vary, transnationalizing curricula was never easier
- Digitally facilitated joint teaching projects should become a standard component in Higher Education
- Obstacles and technical hurdles can be overcome – with flexibility and good will



Thank you for your attention !

For any further inquiry, feel free to get in touch
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