

## Guide on the Internationalisation of Teaching

Taking ‘Internationalisation of the Curricula’ as a theme, the University of Göttingen is specifically addressing the structuring of (virtual) teaching, in both contact and self-study phases. This is being encouraged on the one hand by the strategic orientation of the University, as set out in its Mission Statement for Teaching and Learning, amongst others, and on the other through efforts by the faculties themselves. Digital teaching in recent semesters has also highlighted opportunities for cross-border virtual collaboration - *virtual exchange*. The primary objective is to enable students to act responsibly and respectfully in different contexts; regardless of whether they spend time studying abroad.

### Core elements of internationalisation at course level:

1. International and global perspectives are facilitated.
2. Teaching is structured to include (subject-related) culturally-reflective elements.
3. Choice of materials is sensitive to context.
4. The diverse perspectives of the students present are actively included.

Acting in an international context calls for critical reflection on one’s own cultural localisation. The questions on the next page of this guide may aid you in **preparing to conduct a course** with international and/or intercultural parameters for the first time, in **guiding teaching situations ad hoc**, and in responding to the learning group. The goal is to establish **international points of view long-term and lastingly** in teaching and **promote their discussion**. The ideas triggered by these questions can be realised both *with* and *without* the support of digital media.

### For further consideration

University contacts:

- For teachers:
  - Central: Student and Academic Services (inc. Teaching and Learning in Higher Education and International Academic Programme Development/ Internationalisation of the Curricula)
  - Faculty-specific: international officers at the faculties, degree programme supervisor, academic dean’s office, poss. Writing Counseling
- For students: Writing Counseling, International Writing Lab, Intercultural LearningLab

### Recommended reading

- Mission Statement for Teaching and Learning at the University of Göttingen: <https://www.uni-goettingen.de/de/leitbild+f%C3%BCr+das+lehren+und+lernen/594258.html>
- Book series: *Internationalization in Higher Education*, Routledge (editor: E. Jones); esp. Carroll (2015) & Leask (2015)
- Journal: *Journal of Studies in International Education*, Sage <https://journals.sagepub.com/home/jsi>
- ‘Internationalisierung der Curricula’ edition of *Zeitschrift für Hochschulentwicklung* (editors: H. Casper-Hehne & T. Reiffenrath) <https://www.zfhe.at/index.php/zfhe/issue/view/56>
- YouTube channel: Elspeth Jones International Educator Conversations [https://www.youtube.com/channel/UCFfSoDUTo9o\\_uIBF-cD5\\_aw](https://www.youtube.com/channel/UCFfSoDUTo9o_uIBF-cD5_aw)

## Ideas to encourage the internationalisation of teaching

### >> Preparatory reflective questions

- What sources, case studies, approaches (theoretical/methodological), etc., from other (subject-related) cultural contexts do I use and what others could I bring in to expand my syllabus?
- What specialist works and authors relating to my subject do I use in my teaching? What regional differences am I aware of in relation to these 'classics'? How can I encourage critical reflection on this and so where relevant promote epistemological diversity?
- How can I help my students to work with the selected teaching materials from other (subject-related) cultural contexts? What additional information might they need to categorise (critically) the origins and distribution of the materials, set them in relation to their own life and broaden familiar points of view?
- What do I know about the student group (e.g. specialised contexts, previous experience, expectations, educational backgrounds) and how can I respond to this in my teaching and use their knowledge to broaden perspectives? What do I need to take care about if I set them to work in groups?

### >> Help with focusing **ad hoc** when teaching:

- I illustrate what I expect from my students on the course...  
... in relation to their participation; when preparing the course; as regards the subject or specific previous knowledge; if they have to produce an essay, term paper, report, presentation, etc....
- I integrate various perspectives on a topic.
- I use the regional origins of my students to better classify case studies/examples from a region or to critically scrutinise conceptual approaches.
- I use the specialist localisation of my students to incorporate interdisciplinary aspects and discuss other approaches methodologically.
- I invite international colleagues to share their subject expertise on the course (on site, by video conference, recorded in advance).
- I integrate regional and/or local contexts in my teaching.
- I influence the learning atmosphere in my group positively with an appreciative and respectful teaching approach.
- I direct my group to the counseling services at the university and provide tips on which I recommend for what.
- I make apparent what experience – e.g. study-abroad semesters, own origins, travel, language skills – is present and what experience people have had with teaching, learning and research in other contexts.
- I enable the students to learn from their fellows in diverse situations.

### >> Thoughts on **lasting inclusion**:

- I discuss my new syllabus with colleagues.
- I use varied (digital) means of communication and networks to exchange ideas with colleagues in other countries about our canon and the teaching and learning materials used here.
- The students can present results from the course to a general public and take part in academic discourse.
- I bear in mind that the international orientation of my course has an effect on the structuring and assessment of examination methods:
  - What learning scenarios and environments do I want to integrate permanently in the curriculum?
  - Do the study goals and examination methods formulated in the module descriptions suit actual practice or should they be revised?
  - How does my course fit in the context of the module and in the study phase? Where do the students gain the important basic knowledge for my course and where will they go on to apply the knowledge they gain?