

DAAD

Deutscher Akademischer Austauschdienst
German Academic Exchange Service

Re: Moving target digitalisation

Re-thinking global exchange in
higher education

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PREFACE

Dear readers,

Dear #movingtarget2020 contributors and participants,

Dear digitalisation experts, experimenters, and enthusiasts,

As an official event in the programme of the German Presidency of the Council of the EU, the conference “Moving target digitalisation: re-thinking global exchange in higher education” focused on bringing together research and practice.

We were positively overwhelmed by over 1,000 people from Germany, Europe and beyond who joined us online for one-and-a-half days in October 2020: to be inspired by five keynotes, to engage in 30 live workshops and follow four panel discussions. In addition, about 20 posters and 20 video presentations were available on-demand on the conference platform.

While, on the one hand, the numbers of internationally mobile students and researchers plummeted in 2020, the corona crisis, on other hand, has served as an accelerator to digitalisation efforts in higher education, making new formats of exchange possible. It is encouraging to see a movement from

traditional academic models of teaching towards student-centred approaches of more flexible and collaborative learning in international settings.

We (still) are in a critical phase of shaping the intersection of internationalisation and digitalisation in higher education – in the German context as well as in the European Higher Education Area:

- Innovations in the field of digital internationalisation need support reaching from institutional levels to governmental policy making, to be successfully integrated into curricula and administrative workflows, strategies, and funding programmes.
- Providing opportunities across disciplines and institutions to test new models of teaching and learning and new formats of mobility remains vital.
- Insights from individual, national or



regional contexts as well as global trends deserve our attention to address the technological and cultural change in higher education. Including multiple perspectives makes a fair, sustainable, and inclusive transition possible.

- Interoperability and the principles of open education should be core concepts in the process of implementing the digital transformation to ensure it remains an inherently transnational endeavour.

The importance of two key elements of DAAD's work regarding digital internationalisation were highlighted during the conference – and you will find them reflected in the contributions collected in this reader:

- Providing evidence for innovative policy-making and
- connecting communities of practice around the globe to foster international exchange and collaboration.

We would like to thank everyone involved in the conference again for their commitment, the expertise and knowledge you shared and the great atmosphere you brought to the online event.

Now let the selected insights in this reader and the Pageflow web publication inspire you to keep re-thinking the “moving target digitalisation”.

We are looking forward to welcoming you at the next #movingtarget conference or one of our other networking events.

– **Alexander Knoth**

*Chief Digital Officer
Head of Section Digitalisation*

Katharina Engel

Senior Desk Officer Digital Internationalisation & European Higher Education Policy





Collaboration, Cooperation & Partnerships



Attractiveness of HEI



Mobility & Exchange



Knowledge Transfer & Third Mission



Adminstrating Internationalisation Digitally

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CAM 2

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Preview





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“Despite challenges, for us, international collaboration – even in a virtual way – broadens horizons, provides opportunities of meeting new colleagues, and enables benchmarking of various practices.”

11

– Prof. Dr. Eva Cendon
FernUniversität in Hagen

Digitally Competent Educators: Internationalisation and Virtual Collaboration

Key takeaways from our live panel discussion are challenges and solutions from developing and piloting the European Short Learning Programme "Digitally Competent Educators", a joint venture of four European distance learning universities: from the perspectives of students, teachers, programme developers and international offices.

Students benefited from meeting and collaborating with international fellows, even if they occasionally struggled to complete course assignments alongside their full-time jobs.

A challenge for programme developers was the time difference: thus, they structured the module mostly in an asynchronous way, involving synchronous small group sessions to ensure collaborative learning.

For teachers, the experiences of the pilot illustrated how important clear instructions and just-in-time support are.

Administrative difficulties included different semester and holiday periods as well as student enrolment within each institution.

The current focus is on the finalization of co-operation agreements between the involved universities to ensure the continuation of our work after the end of the project: As, despite challenges, for us international collaboration, even in a virtual way, broadens horizons, provides opportunities of meeting new colleagues, and enables benchmarking of various practices.

We imagine the #movingtarget conference in 2025 will have a focus on virtual mobility and collaboration and benchmark the practices developed in these difficult times.

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Great Challenges, Great Opportunities



Great challenges, great oportunities

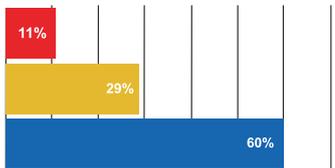
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WHO WE ARE AND WHERE WE ARE AT

The Universidad Arturo Prat (UNAP), is a public institution of the State of Chile, located in the extreme north of Chile in the most arid desert in the world, between the Pacific Ocean and the Andes Mountains. Due to this strategic geographical location, in the central-western region of the southern cone of America, the university has access by air, sea and land to several countries and cultures so that integration and Interculturality are an important part of its mission and this can be seen in various academic activities that are enhanced by being part of inter-American and international university networks.

The total enrolment of the UNAP is currently 11,920 students,

Fuente: Unidad de Análisis Institucional

- Come from households that receive less than two minimum wages
- Come from indigenous ethnic groups
- Correspond to foreigners who come to Chile looking for better opportunities.

MOBILITY AND CONNECTIVITY



UNAP has faced the COVID 19 as an opportunity. We firmly believe that it gives the chance to increase the amount of members of the academic community who can benefit of experiencing to study in an abroad university subjects of their interests. The adventure will benefit them not only by enriching their professional performance but also by contributing to the development of global competences such as flexibility of thought, respect for diversity and perseverance, among others.

TEACHING AND VIRTUAL MOBILITY

For several years now, there has been a virtual platform called "Aula Virtual" to which all students and teachers of the institution have access in the different modalities of study and in all locations nationwide. The Microsoft Teams has been added to this platform in order to have more interactive learning tools to contribute to the student-centred learning model.

ONLINE ACTIVITIES FIRST TERM 2020

- 2.600 Classes: Synchronous classes per week hold effectively
- 19.330 Videos: Videos developed by lecturers for consultation and asynchronous work, this in order to facilitate access to those students who may have connectivity problems during the implementation of synchronous classes.
- 42 Courses: Thanks to the experience gained during the second semester of 2020, Online courses are being offered to students from all partner universities, both nationally and internationally, using the Collaborative Online International Learning (COIL) to promote national and international cooperation.

NATIONAL AND INTERNATIONAL NETWORKING

UNAP, in partnership with national and international networks, participates in actions aimed at offering students the possibility of Online Mobility, seeking to give young people from different latitudes the opportunity to enrich their personal and professional development.

Online Mobility democratizes the possibilities of access to a greater number of young people to participate in international courses, giving them the opportunity to know other educational realities and different approach which allows them to expand their view on the same subject. This can be seen through all the activities that have been carried out, such as: webinars, COIL activities, radio programs, among others.



SOCIAL COMMITMENT

The University has responded to its environment by placing all its knowledge and potential at the service of the community to collaborate with the development of the region and the solution of problems that affect it. A recent example is the fundamental action in the pandemic crisis that has affected us, placing at the service of the Region all the premises, technical and scientific resources at the disposal of the administrative authority of the area.

The Arturo Prat University, in view of the health situation that arose in the country due to the COVID 19, knew how to respond to the nation's needs. Thus, approximately 260 migrants in vulnerable conditions who were stranded in the country's capital, Santiago, were transferred to the city of Iquique and housed in the University's premises so that they could comply with their quarantine and thus return to their country of origin.



INTERNATIONAL MEMORANDUM OF UNDERSTANDING



INCOMING/OUTGOING EXCHANGE STUDENTS



"From my experience, being part of the different online courses contributed to my training as a professional that I am, since they taught me values such as commitment, perseverance, designing schedules to deepen knowledge, train skills, and expand my vision thanks to the methodologies and technical knowledge that are used around the world. Don't be afraid to face new challenges, don't be afraid to learn in other language, don't be afraid to expand your vision, the unknown might be a great opportunity to keep learning. Follow your dreams, but don't forget, enjoy the process."

Felipe Suazo - Beca Santander
Massachusetts Institute of Technology, USA

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Virtual Mobility: Towards a Third Pillar of International Exchange Programmes

International exchange programmes for student exchange of higher education institutions worldwide have been based on two main pillars: semester-based exchange programmes and short programmes.

Virtual exchange can be seen as a third pillar of exchange programmes that will become fundamentally relevant in the future:

- 1** Virtual exchange programmes strengthen ‚internationalisation at home‘ of a university.
- 2** Virtual exchange can contribute to sustainability.
- 3** Virtual exchange programmes can contribute to maintaining a balance.
- 4** Virtual mobility involves less efforts in terms of organisation, preparation and financial commitments.
- 5** Digital formats make mobility possible for students who have so far not been able to take part in physical mobility for socio-economic, personal or health reasons.

However, there are challenges for virtual exchange:

- It will be necessary to create the legal conditions for an ‚off-campus‘ status.
- Time differences have to be taken into consideration.
- It is necessary that a ‚critical mass‘ of virtual courses are offered.
- Technical infrastructure and training programs have to be created.
- Virtual concepts must show the added value of a specific institution and its unique selling point.

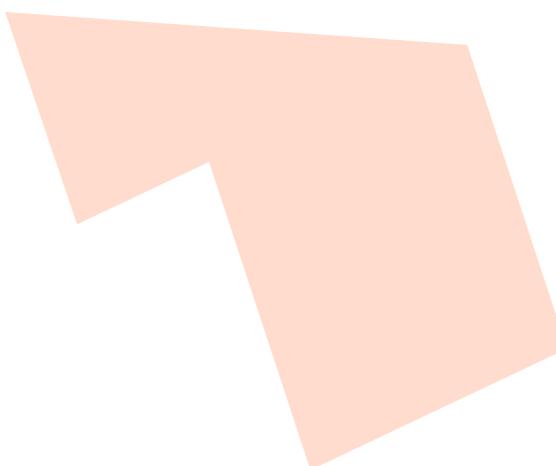
- Digital justice and equality have to be strengthened.

During the workshop discussion it became evident that virtual mobility is considered to have a huge potential for the development of international exchange programmes.

However, it was consensus that virtual formats will not replace physical mobility. They will be a complementary element in a hybrid structure. Moreover, a heterogenisation of exchange formats is expected in the future:

Participants agreed that the three pillars of international mobility will therefore be mixed in hybrid formats. Modular structures will emerge and various combinations of the different forms of mobility will be offered.

The workshop and the contributions at the conference emphasized the importance of digital formats and made clear that digitalisation and virtualisation will become even more important elements in global exchange in higher education in the future.



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International Students Connected Online during the Corona Semester



Universität Potsdam

DAAD Deutscher Akademischer Austauschdienst German Academic Exchange Service



International Students Connected Online during the Corona Semester

The Covid-19 pandemic had a significant impact on international exchanges. While physical mobility came to an almost complete standstill, digital formats took on a new meaning. To illustrate this situation, a photo competition was held at the University of Potsdam. The students were asked to submit a photo of their personal learning environment together with a descriptive text. A total of 148 photos were submitted to the competition, among them 19 from international students. Below, selected impressions as well as overall numbers are given.



A home away from home. My student dorm room with a view of Park Sanssouci is the closest I can be to home in Australia. Along with a few real plants on my desk, I like to keep some fake Eucalyptus leaves on it too. They remind me why I'm in this room every day, and not back at home - because online lectures at 3am in the morning wouldn't be so fun!

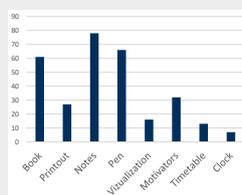
Good weather, a garden and a master's thesis... Quarantine in southern France! For the Corona crisis I came back home, in the Pyrenees. My parents have a big house with a garden in southern France and it's much nicer to write here than in a small room in a WG in Potsdam :) I work very often in the garden (when the weather is ok). I find it quiet and very relaxing. At the beginning, in March, it was too cold for that and I used to write inside. It's not bad at all but I still prefer the garden. The hardest part when it all started was to get used to working at home. I've always preferred the library or a cafeteria. It took me a few days to get really productive but then I started to find these quiet spots (the garden, the balcony) where no one distracted me and I could concentrate for hours.

Multitasking. Wir sind gute Studenten, wir wollten uns am Wochenende vom strengen Studium ausruhen, aber Lernen ist unsere Leidenschaft und wir wollen unsere Zeit wirklich nicht verschwenden. Deswegen haben wir überlegt, Trinken und Lernen gleichzeitig zu machen. Erstaunlicherweise war der Lernprozess sehr produktiv.

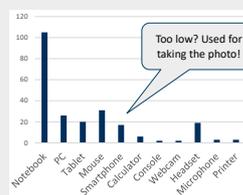
Skip the ordinary. I will keep this quick, as there are so many voices to be heard right now. It feels like a billion years ago but in like April, COVID-19 opened the door to a new era of studying ONLINE. With all this, new challenges were created. If you are looking for a way to distract your brain from all this inside-the-house learning, I can highly recommend you to skip ordinary learning environments and to keep watching for other "offices" around your hood. I am convinced that when we are finished with this special time we will emerge with a new set of skills.



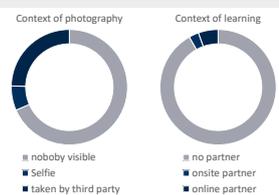
Analog learning aids



Digital learning aids



Social embedding



Prof. Dr. Ulrike Lucke

<https://www.uni-potsdam.de/elis/fotowettbewerb/>

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Prof. Dr. Ulrike Lucke, University of Potsdam

Erasmus+ Digitalisation Journey: A Survival Guide for International Relations Offices

The main aim of this workshop was to present the steps and phases of the digitalisation process of the Erasmus+ programme, as it took place and evolved at a comprehensive higher education institution like Aristotle University of Thessaloniki, and the key role that International Relations Offices (IRO) possess in this procedure.

More particularly, the workshop started with a challenge-based approach at the institutional level regarding student and staff mobilities and illustrated lessons learned throughout the process of incorporating and prioritising digitalisation solutions available in the European context.

Taking the IRO viewpoint on adopting EWP standards, the workshop outlined the decisive position IROs hold as the connecting link between HEIs' leadership and ICT teams when it comes to the successful implementation of the Erasmus Student Card Initiative. Major lessons learned are:

- IROs should closely monitor all digitalisation developments at European level through participation in various events and workshops.
- IROs should make university leadership aware of the challenges ahead and initiate the formation of a digital strategy with clear milestones.
- A dedicated IT development team, which will carry out a needs analysis and adjust their work plan accordingly, can be a key success factor.
- Collaboration between IRO, IT team and QA unit is essential for the success of a university's digital transformation.

- Participation in a digitalisation project will provide the necessary experience and know-how and can be the first step to the escalation of digitalisation efforts.

My main takeaway of the #movingtarget2020 conference was the realization one more time that there is a vibrant community of HEIs practitioners who are highly interested in exploring new ways for enhancing the student experience, even during troubling times like the ones we currently live in. So, I believe that one of the key successes of this conference was that it made its title a reality and made all participants re-think global exchange through an extensive knowledge sharing.

I hope that the upcoming the #movingtarget conference in 2025 will build upon the success of the 2020 edition and it will act as an attractant for even more innovative ideas and best practices.

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Arqus Virtual Exchange Collaboration

AVEC - Arqus Virtual Exchange Collaboration



UNIVERSITÄT
LEIPZIG

The idea of the community-driven VE-platform called AVEC (French: with or including) is part of the DAAD EUN Arqus project (2020-2022), which is to foster sustainable virtual exchange (VE) projects within the Arqus European University Alliance.



WHAT IS VIRTUAL EXCHANGE?

Virtual exchange is an educational practice, based on student-centred, task-based or project-based learning and collaborative approaches to learning and involve the engagement of groups of learners in extended periods of online interaction and collaboration with partners from distant geographical locations, often as an integrated part of their educational programs. The objectives and tasks are jointly developed by the participating educators or by external VE-providers. The embedded, dialogic process supports collaborative work through social interaction, involving a/synchronous communication technology, so that participants negotiate with each other and share knowledge-building. (cf. the EVALUATE Group 2019: 4; O'Dowd 2018: 5; Sadler/Dooley 2016: 402)

RELEVANCE AND OBSTACLES

On the one hand, recent studies (Helm et al. 2020; Garcés/O'Dowd 2020; Jäger et al. 2019; Guth 2016) show that VEs offer various potentials. They can foster internationalisation through digitalisation, offer cost-effective opportunities for collaborative virtual (and blended) learning and enable cross-institutional exchange for students and teachers. On the other hand, there are a lot of obstacles to implement VE in higher education. Some of the main identified barriers are (ibid.):

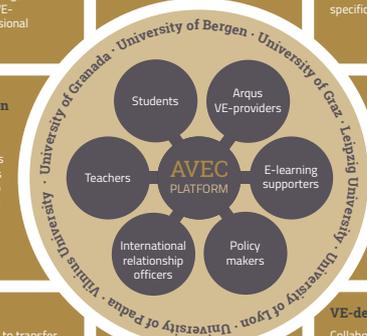
- 1 Lack of understanding the term and concept and different models and approaches
- 2 Finding an interested and suitable international VE partner
- 3 Embedding VEs sustainably into the institutional and course curricula
- 4 Time-consuming planning and organising

DIGITAL APPROACH

The project attempts to reduce those barriers by conceptualising a VE-platform, using a wide range of digital potentials, like virtual spaces for training, collaboration, information exchange, mutual support, project organisation and development. The aims of the AVEC platform are to connect the VE community and build a strong, interactive network to foster international collaboration.

The platform-design will be highly user-centred, addressing the needs and requirements of different stakeholders (e.g. teachers, students, international relationship officers, e-learning support). Solutions will be developed based on the identified problems of different empirical studies and an upcoming initial survey among the Arqus alliance. The platform will be based on open source IT systems to encourage active input and community work from interested partners.

<p>1 Personalised user interface</p> <p>A role-based customised interface with relevant spaces and information will be shown. Further personalisation is possible by considering parameters like language proficiency, level of VE-experience or professional interests.</p>	<p>2 Alliance-wide access</p> <p>Mutual access to the platform will be provided for all stakeholders at the participating universities through already existing institutional ID-accounts.</p>	<p>3 VE-partner database</p> <p>Space for finding partners or interested tele-tandem learners. The matching-system will be based on various parameters e.g. institutional information, existing bilateral agreements and user-specific data.</p>
<p>1 Communication tools</p> <p>The platform will allow synchronous and asynchronous communication to share experiences and ideas.</p>	<p>2 Information and resources</p> <p>Introduction and training space with information about VE, consulting, workshops and tool recommendations.</p>	
<p>1 Interoperability</p> <p>Teachers will be able to transfer VE-designs (schedule, tasks) into their courses in existing learning management systems or virtual learning environments by various standardised import and export formats for data exchange.</p>	<p>2 VE-project database</p> <p>Users will be able to add and search information about existing partnerships, VE-concepts and task designs.</p>	<p>3 VE-design tool</p> <p>Collaborative online tools for teachers to co-design the VE syllabus based on their already existing course objectives, which will help them save time and integrate VE into the course curriculum. The finished VE concepts and task designs will be shareable and could serve as best practice.</p>



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Digital UROP International: Successfully Bridging the Virtual Transatlantic Divide



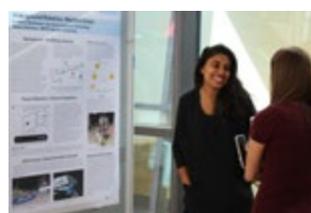



Digital UROP International – Successfully bridging the Virtual Transatlantic Divide

Dr. Daniel Holder, International Office, RWTH Aachen University

UROP International before COVID-19

- UROP International is a crucial part of the internationalization strategy of RWTH Aachen University and a central instrument for maintaining, building and expanding cooperation with universities in North America
- Program comprises of a ten-week research experience with an additional German language course and an extensive intercultural program for North American undergraduates
- Pedagogical concept: offer students a research experience early on in their studies and enable intercultural learning
- With more than 60 participants, it is one of the largest programs of its kind in Germany and important for generating exchange spots for RWTH students in North America





Participating (Partner) Universities

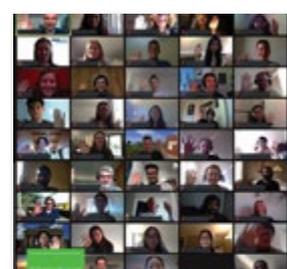
- We also took part in a DAAD organized Hackathon to develop ideas how the program could look like and particularly its dimension of intercultural exchange

- We were able to have 23 students from 11 universities participate which were hosted by 16 supervisors from 13 institutes of RWTH, among others, in the natural sciences, in architecture, mechanical and electrical engineering, psychology or business
- All in all, the program was a big success, proven by the very good feedback we received from students and supervisors

UROP International after COVID-19 – which lessons did we learn?

UROP International and COVID-19

- In April 2020, when the decision was made to cancel the program due to COVID-19, it was unclear which direction to pursue—postpone the program or develop feasible alternatives?
- Especially so, as we received many emails from students and supervisors asking if their project could not be conducted virtually
- Thus, we thought about an alternative aiming to show that transatlantic exchange and intercultural experiences could be offered during the COVID-19 pandemic and thereby contribute to the „digital turn“ the current summer semester was taking
- Ideally, we also wanted to use Digital UROP 2020 in order to secure additional spots at our North American partner universities for students of RWTH



Virtual UROP Symposium
July 23, 2020

- Together with our program supervisors, we then developed the concept of a „Digital UROP“ which tried to replicate as many points of the physical version as possible—an official virtual opening ceremony, virtual project work, a virtual Buddy program, virtual intercultural training, virtual excursions, a virtual intercultural competition, a virtual workshop on entrepreneurship, as well as a virtual symposium, where students would pitch their project results within 3 minutes

- 1. we can only do it together
→ strong bottom-up and top-down support throughout the university is needed in order to realize such a program especially on such short notice
- 2. make yourself and the program known
→ The more attention we created within the university, the more support we received so that the program developed in an agile way and new aspects could be integrated as it went along (e.g. entrepreneurship workshop). This visibility enabled Digital UROP to also serve as a template for similar digital and hybrid international collaboration models at RWTH (e.g. Oman, ACalNet)
- 3. Most important lesson—take virtual intercultural exchange serious
→ develop a sustainable model of how virtual intercultural exchange could work and enable (transatlantic) intercultural learning:
 - 1. Involve the students—we developed intercultural topics which the students discussed in dialogue with them
 - 2. Provide a framework for regular exchange – our solution: 90min buddy exchange per week & regular open coffee talks
 - 3. Create incentives to have the students engage interculturally – our solution: intercultural competition



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Strategic Design of Virtual Mobility Experiences

Methodology for Virtual Mobility



Step 1

• Identification and selection of international counterpart

- Establish new relations
- Strengthen existing relations

Step 2

• Joint planning

- Definition of topics, tools, online platforms, activities
- Dissemination and enrollment

Step 3

• Monitoring and evaluation

- Assessment of learning outcomes
- Project impact; added value

Step 4

• Recognition and validation

- Reward and return: certificates, remuneration



Deutscher Akademischer Austauschdienst
German Academic Exchange Service

Strategic Design of Virtual Mobility Experiences:
Dr. Sandra Gross & Carolina Seaman

Challenges: Engagement and Participation



- Know your student; understand who they are
- 🗣️

Language and language proficiency
- 💻

Hardware
- 🌐

Internet connectivity
- 📅

Scheduling (time zones, academic semesters, daytime or evening classes)
- 🧠

Online environment: digital tools, digital skills and training, for faculty and students
- 👥

Collaboration and communication between peer instructors
- Environment of support and challenges



Deutscher Akademischer Austauschdienst
German Academic Exchange Service

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Changes Inclusive – Bilateral Mobility and Foreign Language Education: The DINGLE Project

Changes Inclusive – Bilateral Mobility and Foreign Language Education: The DINGLE Project

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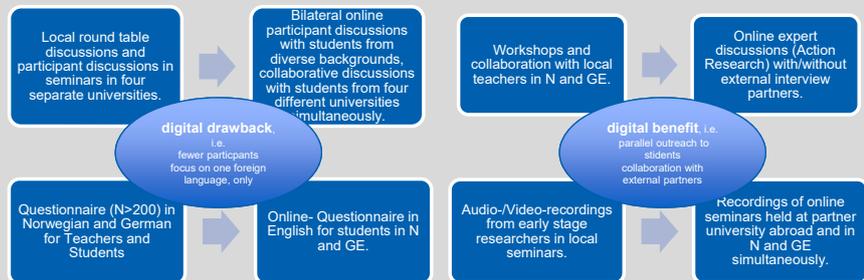
- Adequate education for Europe is ensured, inter alia, through language teaching for all, especially under conditions of an emerging digital and knowledge-based network society. However, the demands and implementation of inclusive teaching diverge greatly, since legislation and the implementation of joint schooling are regulated differently between and within countries.
- DINGLE is conceived as a preliminary study for the conception of a theoretical framework for digitally enhanced inclusive foreign language teaching in Europe, which is to ensure the quality of teaching and research in the long term and which is in line with the requirements of the Council of Europe Recommendations on Teaching and Learning.
- We aim at examining the variable tasks of (future) foreign language teachers in two different European countries, Norway and Germany. The project addresses questions in connection with inclusion, heterogeneity and diversity in order to create the empirical basis for an applicable, multidimensional, modular, university-based framework that adheres to principles of design-oriented media education and didactics.

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Research Questions

- Which prerequisites (technical, scientific, didactic, interdisciplinary, subjective theories) can be identified for the teaching of English as a foreign language in inclusive learning settings in Germany and Norway?
- Under what conditions is inclusive digital learning in Germany and Norway implemented?
- What possibilities do digitized elements, methods and/or concepts of teaching English as a foreign language offer in inclusive learning settings in Germany and Norway?
- What similarities and differences for inclusive digital foreign language learning can be identified in both countries?
- What requirements does an inclusive digital concept have to meet in order to be transferable and adaptable for different European educational contexts and systems?
- How can cooperative forms of learning, inter-professional cooperation and bilateral projects be used to differentiate and conceive extended concepts of professionalization of English teachers in inclusive contexts in different European countries?

Collaboration and Mobility: Challenges and Changes



Perspectives

- Professional digital and inclusive collaboration as role model for teaching and learning in foreign language education.
- On-line collaboration and hands-on experience without borders enhances the conceptualisation of inclusive learning and participation.



Deutscher Akademischer Austauschdienst
German Academic Exchange Service



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How Digitalisation Advances Co-creation: The Joint Online Curriculum and Research Project U!REKA Lab: Urban Commons

The presentation introduced an international and interdisciplinary blended teaching, learning and research project that deals with the topic of Urban Commons. In the Lab, different co-creation initiatives in the participating U!REKA2 partner cities are examined and compared.

The range of possibilities offered by digitalisation in teaching and learning, technically and methodologically, are key in this project:

The development of new, forward-looking teaching and learning formats that not only involve teachers and learners but also create interactive, multidimensional, research-based, collaborative platforms.

Moreover, the character of this U!REKA lab affects the way international collaboration is organised in the involved institutions: They are designed and implemented co-creatively by researchers, teachers, students, external partners and university staff and thus become a collaborative task.

Key Insights for Us from Presenting at the Conference

The conference has shown a similar multidimensional character as the U!REKA contribution described. It was of transnational

and experimental nature. We overcome distance, time differences and maximise flexibility even in difficult times. But the conference also revealed how much the “real life” interaction is a missing dimension in order to complete digitalisation in teaching and learning.

The mixed formats, presentation modes and innovative facilitation methods show the variety of possibilities but also highlighted the challenges and limits of digitalisation and virtual collaboration and what this means for a new culture of international education.

We imagine the #movingtarget conference in 2025 taking place in a hybrid format: being open, inclusive and widening participation by connecting people virtually and physically.

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Centre for International Health








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BACKGROUND

CIH – Vision
To empower health professionals

CIH – Aim: faculty development

- train scientists to become excellent teachers, researchers, multipliers and change agents in their local setup
- enable medical teachers to develop locally applicable medical teaching methods

CIH – Mission
CIH aspires to meet health-related challenges through capacity building in training and research



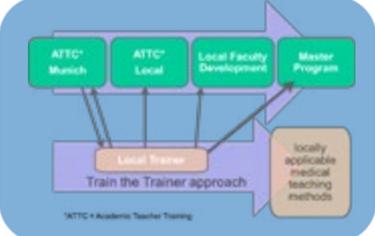
FACULTY DEVELOPMENT PROGRAMS

The Center for International Health, Ludwig Maximilians-Universität in Germany has conducted multiple faculty development workshops in Europe, Africa, Asia and Latin America:

- 15 courses in 4 different countries
- Overall, 453 participants, 364 of them from DCs, successfully completed these courses

More than 450 key staff members from all participating partner institutions have been taught following a train-the-trainer approach. The course offered various modules and consists of a preparatory phase, a 1-week presence phase and a subsequent transfer section in the home institution

IMPLEMENTATION STRATEGY



RESULTS AND DISCUSSION

Since the world is facing a new era of emerging and reemerging infectious diseases we are working to transfer the international collaborations of ATTCs into digital ways to teach. Thus a joint Initiative for Teaching and Learning on Global Health Challenges and One Health is a first step to teach joint activities.

In future a cornerstone of medical schools and well being are transnational approaches in which internationalization is integrated and embedded within a curriculum and involves collaboration between a number of schools in different regions and countries. Therefore, the Center-for-International-Health (CIH) is empowering faculty development and a use of modern teaching methods.



LOCAL COURSE

A local Academic Teacher Training was conducted in Vitoria, Brazil in 2019. It was organized by the Health Sciences Center of the Federal University of Espírito Santo jointly with the Center for International Health at LMU. In the training workshop health educators learned on topics such as, techniques for setting learning objectives to garnering student feedback.

Part of the course was online while the second half was face to face. The workshop is a fruitful prove of cih alumni network activities, since it was implemented by a participant of the ATTC in Munich and two alumni of the PhD program.

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Financial support



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Analysis of Social Interaction and Interactional Competence Online

The Japanese education ministry has provided funding for the promotion of collaborative online international learning (COIL) as part of its five year long Inter-University Exchange Project to promote COIL in higher education. Kansai University was selected to play a key role in this initiative and has been provided with substantial funding with which to pursue the endeavor.

In our presentation, we discussed some pragmatic issues in relation to fostering and developing interactional competence in virtual exchange (VE) initiatives such as COIL.

While COIL involves various learning modalities, with the aim of fostering intercultural knowledge, skills and abilities, it has an explicit focus on technologically mediated opportunities for participants to engage in extensive intercultural interaction with other participants. This suggests that attention be directed toward the development of a range of skills and abilities relating to interactional competence as a precursor to the acquisition of specific intercultural competencies.

Interactional competence is defined as the ability to jointly communicate in setting-specific ways. It is about using communicative resources to co-construct understanding and co-accomplish context-specific goals. What we are referring to are the range of communicative resources that participants in COIL related settings and activities can utilize, with the displayed interaction practices demonstrative of intercultural competence.

Our approach to the study of interaction in the practical and applied aspects of COIL across a wide range of settings and technologies, is informed by ethnomethodology (EM) and conversation analysis (CA). In these approaches, research seeks to identify what kind of communicative resources are made available to the participants in a particular social interaction, and also how these re-

sources are used in interaction (e.g., Bysouth & Ikeda, 2019). With regard to the explicit focus on technologically mediated human social interaction embedded in COIL, the EM and CA orientations to interaction have provided robust literature on both how learning can be facilitated by computer supported collaborative learning (CSCL) and interaction and technology (e.g., Heath & Luff, 2000).

Our interest is in examinations of typical VE contexts, like those in which students interact using applications such as Zoom or Skype to conduct virtual meetings, and in trying to clarify the particular kind of IC that we are trying to capture.

To get some sense of our approach, consider that considerable social interaction research has highlighted how direct eye gaze can provide cues for intimacy, agreement, and interest. Gaze can also enhance learning during instruction as well as memory for information.

With physical communication, eye gaze is not non-zero sum. In other words, if one engages in eye gaze with one person for 70% of the time, then they cannot engage in eye gaze with another for only 30%. However, in virtual interactions this may not be always the case. Because of the way presence is displayed to others, in our example multiple participants may consider that they individually are the primary recipient of the eye gaze, with two participants both assuming 70% mutual gaze reciprocity.

In this regard, we argue that as VE promoters we also need to consider the utility of something we call “IC for VE” (or interactional competence for virtual exchange). There are different methods, constraints and affordances as to what participants may encounter while engaging in VE communication.

Now that we look back on the event from 2021 after the pandemic year, we think that the emphasis put on virtual exchange during the conference was indeed the right direction to point towards. Digital learning in the next phase post-pandemic must be realized, if not yet installed, in all parts of the world. The conference made us think again that global exchange on the various issues including digital learning for all is an essential mission for all educators, let alone those responsible in the higher educational institutions.

Looking ahead

We wish the #movingtarget conference in 2025 will be further inclusive to not just the technology-savvy or -friendly populations, but also touch on non-traditional population groups as an essential part of the community. Practices like COIL should be the normal styles of learning by 2025.

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Interface Project: Better Together

How a German-Israeli COIL Project Helps Participants Overcome Stereotypes

In our [PechaKucha presentation](#), we provided scholars and administrators insight into how they can develop a successful and sustainable COIL course.

They received information about the Erasmus+ program for teachers in which we met and, the questions we had to answer regarding course development, tools and time necessary to develop the course:

Could we adjust our individual course goals for the shared COIL course?

What was a realistic timeframe to make this adjustment, and what kind of support did we need?

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Did we need a central learning platform for the course, and, if so, what could this be?

How the students - largely future teachers - responded to this COIL experience was another focus of our talk. Despite some technical difficulties, the students enjoyed working with fellow future teachers of English in another country. The majority felt they improved their oral competence in English.

We were thankful for the opportunity to share our positive experience with a broad audience via the DAAD conference and thus foster the development of COIL in higher education. By introducing perspectives on global exchange in higher education from instructors and, administrators, the conference provided a platform for a well-informed discussion about what has worked and what is necessary to promote this exchange. To round out this discussion, we hope that the #movingtarget 2025 conference will include the perspectives of students who have participated in COIL courses or who are interested in doing so.

Link

Horn-Conrad, Antje. "[Not a Single Story: How a German-Israeli COIL Project Helps Participants Overcome Stereotypes.](#)" University of Potsdam: UP News. Accessed 8. Jan. 2021.

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**“I wish that
the #movingtarget conference
in 2025 will focus on how to
co-create and design better
digital spaces and platforms
that foster diversity,
collaboration and well-being.”**

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– Franziska Mattner

Munich University of Applied Sciences
Strascheg Center for Entrepreneurship

Digital Cooperation with the “South”: Chances and Challenges

The panel discussed the question of how digital cooperation creates opportunities and challenges for cooperation in higher education with the “Global South.”

Digitalization and open science promise widespread opportunities for collaboration in a global academic landscape with flattened hierarchies. They also increase collaborative opportunities for researchers from Africa, Asia, and Ibero-America.

At the same time, digitalization and open science present challenges, potentially leading to further marginalization of institutions and individuals, depending on internet connectivity and digital literacy. Another threat may be posed by increased political surveillance.

Instead of a democratization of current structures, existing hierarchies in knowledge production could be reinforced, thereby jeopardizing academic freedom.

The panel therefore made a list of recommendations to foster inclusive research partnerships based on the principles of fairness and parity:

- Budgeting for capacity-building and investing in digital infrastructures skills;
- Actively including “Global South” actors and experts in project and digital tool design;
- Focusing on low-tech and context-appropriate communication streams and digital platforms;
- Having digital mobility to complement physical mobility – space for informal meetings is key in countries subject to intensive political surveillance;
- Fostering cooperation with public universities and research institutions;
- Including local communities in project design; citizen science approaches;
- Long-term funding and longer applica-

tion periods to ensure enough time for thorough project design, knowledge exchange, and realistic expectation management;

- Administrative flexibility to shift funds from physical connectivity costs to digital ones as well as costs related to the necessary human resources in the partner countries;
- Ensuring discoverability of research output from “Global South” partners through adequate acknowledgement of contributions, adding to author lists, publishing in open access repositories and journals.

Additional resources:

<https://www.globalcodeofconduct.org/> – A Global Ethics Code to Fight “Ethics Dum

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Designing Open Online Learning Formats (MOOCs) at HEI's to Foster Global Knowledge Transfer and Internationalization

Key Points for the Readers

MOOCs can serve as an educational 'tasting' format at HEIs to foster global knowledge transfer and internationalization.

Since 2019, Munich University of Applied Sciences and Strascheg Center for Entrepreneurship attracted more than 3,400 learners and students worldwide to the Deep Dive School, offering high-quality content, an interactive community and the possibility to deepen once knowledge in an interdisciplinary and international Master program.

Students value the opportunity to get 'real insights' into the program and enhance their knowledge in the field by previously joining an open online format. This supports them in the decision-making process and helps them choose a program that is suitable for them.

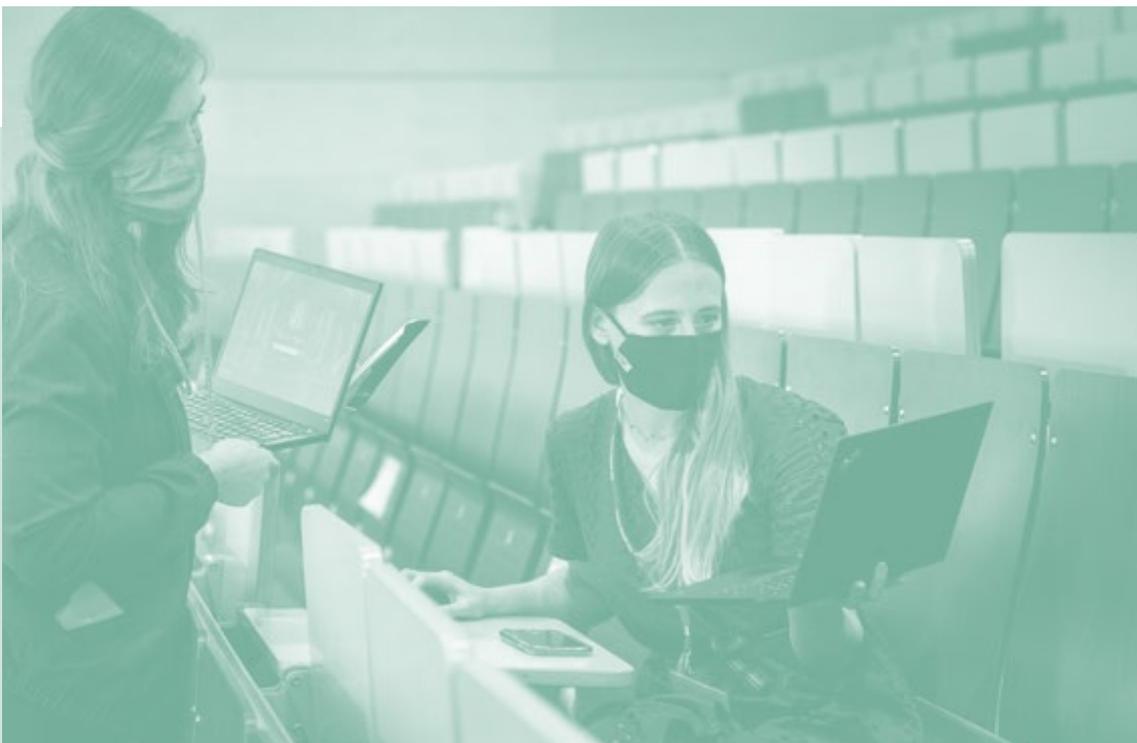
MOOCs as educational 'tasting' formats can increase international visibility for HEIs, decrease dropout rates and bridge knowledge gaps in interdisciplinary & international programs.

Additional Resources

- [Free MOOC on Entrepreneurship and Digital Transformation](#)
- [Interdisciplinary Master Program by MUAS & SCE –Entrepreneurship & Digital Transformation](#)
- [Innovative Platform Provider](#)

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A Feminine Approach to International Cooperation in HEI in a Crisis Situation

A feminine approach to international cooperation in HEI in a crisis situation
by Anne Schoonbrodt, Inken Krevet and Lisa Janßen



YOUR INGREDIENTS FOR INTERNATIONAL COLLABORATION

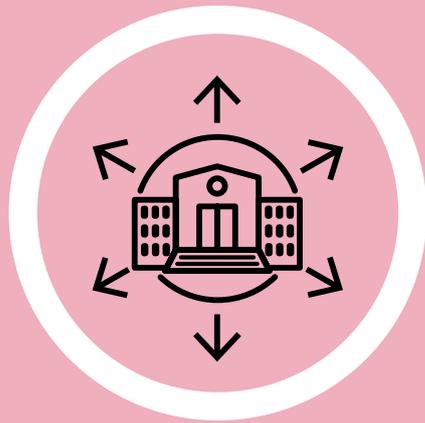
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informalmoments lab empathy freetraintickets pencilcase
productivity rules patience vitaminb support listening quality media
connection research overwhelming variety equality tea admin paper inclusion diversity
gesture discussion thinking spirit flow surprise expectations humanities impulse
motion mobility fun communications ritual criticism colour workshop
internationality practice coffee hierarchy motivation sugar creativity facetoface
resources networking events flexibility imagination inspiration
sunshine longnights enthusiasm input inquisitiveness
sustainability

DAAD Deutscher Akademischer Austauschdienst
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Meet-the-Expert: Easy Access to Global Knowledge



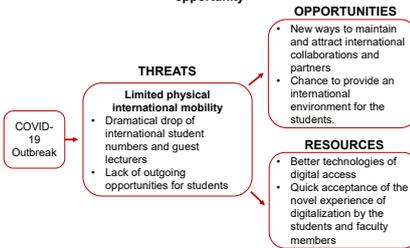
Meet-the-Expert: Easy access to global knowledge International researchers and practitioners present diverse topics in Social Work

DHBW Stuttgart, Fakultät Sozialwesen, Zentrum für Interkulturelle Kompetenz
Cansu Atlay, Dr.rer.soc. / Doris Kupferschmidt, Dipl.-Kulturwirtin

Motivation

Internationalization no longer requires the physical presence of lecturers, scientists, practitioners or experts in a classroom, but merely the access to an online platform with audio and video features and the will to share the knowledge and experience with larger masses.

COVID-19 outbreak : Turning threat into an internationalization opportunity



Result: The format "Meet-the-Expert", organized by the Center for Intercultural Competence (ZIK) at the DHBW, brings together international scientists and practitioners with students and faculty members. The series of digital lectures take place as part of open lectures, round-table talks and interactive lectures. Students and faculty members from all faculties are invited.

Target Areas & Expected Outcomes

Intercultural competence requires a combination of specific knowledge, skills, and attitudes that lead to successful interactions (Berardo/Deardorff, 23)

"Rather than focusing on learning strategies for the separate elements of intercultural competence in isolation, it is probably more fruitful to create learning experiences that set in motion a broad and overall development towards greater competency in the various aspects in conjunction" (Hoffmann 2019:72)

Target areas (DAAD) of the international "Meet-the-Expert" series

- T1: Collaboration, Cooperation and Partnerships
- T5: Knowledge Transfer, 'Third Mission' and Open Education

"International" experience during the sessions

- Exposure to English as a language of Social Work research and profession.
- Internationality through teaching by foreign guest lecturers and practitioners
- Opportunity to meet and learn about Social Work research and profession in diverse socio-cultural settings.

Expected Outcomes

- For the University**
 - Attracting and maintaining international partners for cooperative research and practice (i.e. practical internship semester)
- For the Students**
 - Knowledge: learning about different methods, backgrounds, history, values, politics, economics, communication styles, values, beliefs and academic practices; hear about global issues and trends
 - Attitudes: engage openly with other researchers' and the practitioners' ideas; increase empathy and gain an ethno-relative perspective
 - Skills: improving critical thinking by viewing and interpreting the world from other cultures' point of view; listening, observing, evaluating consciously and being aware of existing biases using tools to minimize ethnocentrism.

Literature

Berardo, M.J. (2005). Towards Ethnocentrism: A Developmental Model of Cultural Relations. In R. Paige, R. (ed.), Education for the Intercultural Experience. Yermouth ME: International Press.

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Atlay, Cansu, Kupferschmidt, Doris (2019). *Openly Competence: Culture Don't Mean People Do*. Chicago, UK, CA: Deardorff, Dore, K. (2006). The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States. *Journal of Studies in International Education* 10(2):151-166

Meet-the-Expert: Series of lectures



Topic	Lecturer	Country	Institution/ NGO	Date
Into the Field: From Theory to Practice Guest speakers based in Kumasi, Ghana; Berlin, Germany; Yerevan, Armenia; and London, UK present various research methods for social workers. The session covers diverse projects such as the health awareness of migrants from sub-Saharan Africa to the ethnography of minority groups in Turkey.	Dr. Daniel Osooku, Stephen Ansoah MSc., Dr. Hrag Papazian, Msra Ozkus M.A.	Ghana Germany Armenia UK	TU Berlin; Kwame Nkrumah University of Science and Technology; Charite Universitätsmedizin; University of Oxford; EBRO	7/2020
Education among indigenous people in Bolivia Vargas gives a historical background and the current political situation of the Andean people. He focuses on how the governments of the past 20 years have significantly influenced the proportion of people living in poverty and how education was used as a tool for social engineering.	Prof. Dr. Germán Vargas	Spain	University of Santiago de Compostela	7/2020
Mobile Youth Work and its impact on promoting democracy and peace in Kenya and Germany Okombo and Puhm present how they introduced the professional youth counselling concept, Mobile Youth Work, as the first African pilot project in Kisumu, Kenya. They address questions such as to what extent can the approach developed in Germany be applied to a country like Kenya and what lessons can be learned from this initiative.	Davies Okombo Jonas Puhm M.A.	Kenya Germany	UHURU United Community Development Project (UCDP) UHURU e.V.	8/2020
The Golden Age of Social Impact Bayar-Hildgen discusses the social impact approach and its importance for grantmaking and philanthropic institutions. Successful project examples on rural education, disability rights and gender equality will be provided.	Aysegi Bayar Hildgen, M.A.	Turkey	Sabancı Foundation	9/2020
Youth work in Great Britain - new developments and challenges	Dr. Ilona Buchroth	UK	University of Sunderland	TBA
Education and Counselling for Children's Wellbeing	Dr. Gabriela Kelemen	Romania	Aurel Vlaicu University of Arad	TBA



Photo credit: T. Ertoguz/Star for the World, Daniel Osooku, Hrag Papazian, Jonathan Aysegül Bayar-Hildgen, Doris Kupferschmidt

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**“Online education
is vulnerable to new
forms of censorship
and surveillance.”**

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- Anna Passlick
Off-University

New Avenues for International Collaboration

For Off-University, Dr. Julia Strutz, Anna Passlick and Dr. İclal Ayşe Küçükırca convened a live workshop that focussed on the question of how online learning can offer new avenues for internationalism and cross-border collaboration in academia.

Off-University is an online learning platform established for and by politically persecuted scholars.

Taking Off-University's practice as an example, we suggested the digital space as a platform that cannot only support politically persecuted scholars through teaching, but also fosters collaborative forms of research on endangered fields of knowledge such as Gender and Migration Studies, Critical Peace Studies or Human Rights Law.

During the session, we discussed digital security and the research dimension of online learning. Online education is vulnerable to new forms of censorship and surveillance.

As a take-away, we assert that the software used needs to ensure both data security and - in the case of scholars and knowledge at risk - the anonymity of students. The digital space may then offer new spaces of liberties and encounters that are usually rendered impossible for people by borders and travel restrictions.

For our team, the conference was a great chance to exchange experiences with like-minded people both from established institutions and small initiatives and learn about their takes on digitalization and academia.

CONTRIBUTORS

Dr. Julia Strutz, Anna Passlick, Dr. İclal Ayşe Küçükırca.



„We wish the #movingtarget conference in 2025 will be further inclusive to not just the technology-savvy or tech-friendly populations, but also touch on non-traditional population groups as an essential part of the community.”

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- Profs. Keiko Ikeda & Don Bysouth

Kansai University

Interdisciplinary Studies of the Middle East

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University of Applied Sciences
Berlin



Federal Ministry of Education and Research

Interdisciplinary Studies of the Middle East (ISME)

How the interconnection of internationalisation, interdisciplinarity, and digitalisation may promote attractive study programmes

retrospective



Internationalisation of HE as a reason for developing an area studies programme taught in English

**What means "internationalization"?
Simply English as language of instruction? No!**

The master's programme ISME was introduced in accordance with the idea of "internationalising" the university. Of course, English as the language of instruction opens up a global group of interested students, which may otherwise not be served by master's programmes taught in German, since German as a language of study may be an asset in terms of the job market but it is also a linguistic challenge. However, programmes taught in English aren't automatically more "international" than those taught in German!

Area Studies means "international" and interdisciplinarity diversifies perspectives

As a combination of six area studies disciplines (Arabic Studies, Iranian Studies, Islamic Studies, Jewish Studies, Semitic Studies, Turkic Studies), all of which deal with the Middle East from the perspective of cultural studies, transnationality is inherent in ISME.

In addition, ISME has a decidedly interdisciplinary orientation, bringing together students with different area studies backgrounds and specialist knowledge, which can result not only from a bachelor's degree but also from professional experience, in order to jointly explore the multi-cultural, multi-religious and multi-lingual space of the Middle East from different perspectives and thus to broaden the international perspective.

Doesn't the "internationality" of a course of study come with its integration of global and intercultural perspectives into the curriculum – and not with only with the language of instruction?

Distance learning as a makeshift solution ...

For programmes with a more regional outreach area, on-campus studies in the winter semester may still be an option, with blended learning as a potential ideal.

But what about programmes like ISME whose prospective students have mostly applied from abroad?

... or as imperative?

Travel restrictions and delayed visa processes make it impossible for some international students to get into the country let alone to the campus. Since at least half of all ISME's students come from abroad, teaching ISME from a distance in winter 2020/2021 will give these students the opportunity to study at all – so distance learning with digital tools is essential.

A pandemic as an incentive to move into virtual space with all its potential flexibility

prospective



But what about funding for teaching and study endeavours?

An online-only area studies programme as a multiplier for global (virtual) mobility

Facilitating intercultural experiences

Intercultural competences are a career factor. With ISME, students experience the interweaving of six disciplines in their exploration of neighbouring and historically and culturally intertwined regions of the Middle East and their place in global culture throughout the millennia. At best, students pursue their studies in the Middle East or at another HEI where the Middle East is being researched.

If ISME was an online-only programme, it may contribute to a situation where more students opt to getting to know the Middle East directly on site, as online courses may be studied more flexibly.

Digitalisation and internationalisation are mutually dependent

ISME's team of lecturers is culturally diverse and internationally experienced in teaching and research. Being an online-only programme would expand the possibilities to internationalise the curriculum, e.g., by integrating lectures by guest scholars from abroad, which – in turn – would foster international learning experiences (for the students) and teaching experiences (for the lecturers).

However, while the interdisciplinarity of area studies and internationality go hand in hand, internationalisation of HEI has yet to strategically make the digital turn – especially when it comes to teaching and study endeavours being as equally important as research in terms of funding.

October 5 and 6, 2020

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Language Proficiency as a Precondition for Academic Exchange: Current Challenges and Strategies on Digital Language Learning and Teaching

The aim of the presentation was to emphasize the importance of language proficiency for international exchange. The contributors have taken part in several activities that combine digital means and internationalization in academic contexts, and thus provided insights in best-practise examples and network activities.

Brazilian universities have a vast experience in distance learning, whereas the students' language skills are often scarce. A successful response to that issue is the "Language without borders" program, which offered more than 3,800 logins for online-based German courses since 2016.

The contributors also pointed out the importance of

- including experiences and results from classroom research;
- investing in efficient teacher training (both in theory and formative practice);

- focusing on learners' autonomy;
- strengthening cooperation between stakeholders such as universities, language institutes, researchers, teacher educators, and policy makers.

There are convincing, positive examples of international cooperation between Germany and Brazil that include digital means of language learning, which can support academic exchange in an efficient way.

CONTRIBUTORS

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JITO Health



Joint Initiative for Teaching and Learning on Global Health Challenges and One Health

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¹Universidade Federal do Espírito Santo, Brazil; ²Technische Universität München, Germany; ³Ludwig-Maximilians-Universität, Germany; ⁴Universidade Católica de Moçambique, Mozambique; ⁵Universidade Federal do Paraná, Brazil; ⁶ Kolegji AAB, Kosovo



INTRODUCTION

Strengthening the countries' health systems and supporting a One Health approach is imperative to guarantee global health security (Vicente, 2020).

The International Health Regulations recognize that human resources are essential to an effective response to health emergencies (World Health Organization, 2016).

One Health approach requires multi-disciplinary and collaborative actions and involves human, animal, and environmental health (Mackenzie, Jeggo, 2019).

Interprofessional training and international collaborative learning may empower health professionals to develop skills necessary to apply the One Health approach.

Nevertheless, the pandemic of COVID-19 brings challenges to training human resources, since educational activities in higher education institutions are limited during this health emergency.

The *Joint Initiative for Teaching and Learning on Global Health Challenges and One Health (JITOHealth)* is a project that re-frames international collaboration between higher education institutions.

JITOHealth is addressed to graduate students from Universidade Federal do Espírito Santo (Brazil), Ludwig-Maximilians-Universität München (Germany), Technische Universität München (Germany), Universidade Católica de Moçambique (Mozambique), Universidade Federal do Paraná (Brazil), and Kolegji AAB (Kosovo), who will attend simultaneously the online course on *Global Health Challenges and One Health*.

OBJECTIVES

JITOHealth aims the creation of the online course *Global Health Challenges and One Health*, based on synchronous and asynchronous group activities, mixing graduate students from institutions of different countries.

Therefore, *JITOHealth* facilitates the development of technical and intercultural competencies and interprofessional skills in One Health to graduate students.

METHODS

Collaborative Online International Learning



Online lectures
CIH-Moodle platform*



Student collaboration
Institutions from different countries



Synchronized activities
Shared projects/debates

*CIH-Moodle platform: www.cih-moodle.med.lmu.de

RESULTS AND DISCUSSION

Training of the working group in collaborative online international learning: technical competencies for academic staff.

Identification and establishment of a partnership with experts in the areas of One Health, communicable and non-communicable diseases, virtual teaching and training, interprofessional education: quality of the content and network for further projects.

Development of the course curriculum and modules: consensus considering different realities between the countries.

Creation of the learning platform: accessibility to all students from the involved institutions.

Guarantee of credits for the students: sharing experiences on local regulations.

Internationalization opportunity for faculty and graduate students.

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Partner institutions






Financial support






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SGroup - Universities in Europe Network

We are experiencing a watershed moment for our planet and our societies in general, and for global higher education in particular. The disruptive force of COVID-19 has accelerated a digital transformation, which demands resilience, creativity and flexibility.

Strong, trustworthy, productive and sustainable collaborative networks, such as the [SGroup - Universities in Europe](#) network are more important than ever, especially in times of crisis, because they can overcome tremendous obstacles and help to lead the way to a better higher education area.

There is the opportunity and obligation to be responsibly innovative and make global higher education less elitist by enabling more digital access for all talent worldwide and by adding a complementary virtual component to intercultural experience and internationalisation at home, thus making higher education a change agent for society and more sustainable and environmentally friendly.

However, in International Higher Education for Society (IHES), we need to keep a feasible, reasonable and healthy balance between virtual and physical formats in research, teaching, student and staff exchanges and global collaboration, in order to meet the needs of face-to-face human interaction and personal intercultural growth, and truly bring the global to the local and the local to the global.

Within Europe and beyond, we need to shape global higher education, focusing on a holistic and ethical framework for responsible and sustainable higher education in a well-balanced hybrid digital and physical equilibrium of global and local engagement in the interest of an urgently needed comprehensive internationalisation for society.

CONTRIBUTOR

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“Sharing experiences and practices is helpful and motivational. [...] I hope that the #movingtarget conference will be sooner than 2025.”

- Dr. Sandra Gross

Universidad Internacional del Ecuador



Smart(er) international higher education

To assure the implementation of digital solutions for higher education in an international context, both a **technological transformation** (bottom) and **social restructuring** (top) are equally required.



Collaboration, C



Mobility a



Ad



Technologies

Society

Cooperation and Partnerships

and Exchange

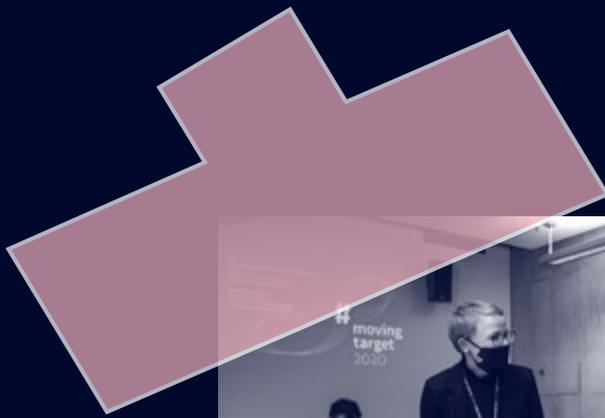
Administrating Internationalisation Digitally

Attractiveness of HEIs in a Global Knowledge Society

Knowledge Transfer, 'Third Mission' & Open Education









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