

## Handout on the internationalization of teaching

### Focus on natural and life sciences

The University of Göttingen is particularly addressing the design of studies and (virtual) teaching under central theme "Internationalization of Curricula". This is promoted on the one hand by the strategic orientation of the university, as formulated in its [Mission statement for Teaching and Learning](#), among others, and on the other hand by efforts of the faculties themselves. The digitization of studies and teaching in recent semesters has also revealed new spaces and opportunities for the internationalization of teaching in general and international cooperation within the framework of courses in particular. The overall goal is to enable students to act responsibly and respectfully in different contexts; regardless of a stay abroad.

### Core elements of internationalization at course level:

1. International relations/connections and regional contexts are explicitly addressed
2. The design of the teaching includes elements of subject-related and cultural reflection and thus enables a critical examination of one's own and other perspectives.
3. The selection of teaching and learning materials is international and sources of information from different geographical contexts are considered.
4. The (international) student perspectives and diversity of experience in the classroom are actively included.

Acting in an international context in a globalized world requires not only knowledge of the highest international standard but also, and above all, an understanding of international contexts and an awareness of (other) global perspectives. The questions on the following page of this handout can provide assistance in **preparing** the initial implementation of a course with an international dimension, in **influencing teaching situations ad hoc** and responding to the learning group, in anchoring an **international perspective** in teaching in the **long term and sustainably**, and in promoting **exchange** about it. The impulses formulated there can be implemented both with and without the support of digital media and tools.

### For further thinking

Contact persons at the university:

- For teachers:
  - Central: Student and Academic Services (above all/particularly Teaching and Learning in Higher Education, International Curriculum Development/Internationalization of the Curricula and Digital Learning and Teaching
  - Faculty-specific: internationalization officers at the faculties, degree program supervisors, deans of studies
- For students: International Writing Lab, Intercultural Learning Lab

## Impulses for the internationalization of teaching

### >> Preparatory reflection questions

- Is the content of my teaching internationally up to date?
- Do I have insights in or knowledge of how and what my (international) colleagues in Göttingen and at partner universities and institutions teach in my subject area?
- Which sources, studies, methods, examples, etc. do I use and which could I add to expand my syllabus internationally or make it regionally sensitive and representative? Are there Open Education Resources (OER) that I could use for this?
- How can I actively enable students to recognize and understand global connections? What tools and/or content will enable a change of perspective?
- What do I know about the student group (e.g. subject contexts, international and practical experiences, expectations) and how could I address this in my teaching and use their knowledge to broaden perspectives? What should I pay attention to when I have them work in groups?

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

- I clarify what I expect from my students in the course...  
... in terms of their participation, in the preparation of the course, in specific prior knowledge and methodological competences, if they are to prepare a paper, report, presentation, video, etc...
- I include different perspectives (international and professional) on a topic.
- I invite international colleagues to share their expertise in the course (on site, via video conference, pre-recorded).
- I enable students to learn from their peers in a variety of situations:
- I make visible what experiences - e.g. through semesters abroad, own background, travel, family & friends, language skills - are present in the classroom and what experiences of teaching, learning, working and researching have been made in other contexts. Additionally, I use my student's subject-specific background and practical experiences to integrate interdisciplinary aspects and to address methodologically different approaches.
- I positively influence the learning atmosphere in my group through appreciative and respectful teaching.
- I point out the counseling, teaching and further qualification offers at the university to my group and give them tips on which ones I recommend and for what.

**>> Thoughts on lasting inclusion:**

- I discuss my new syllabus with (international) colleagues.
- I use a variety of (digital) communication channels, events and networks to exchange with colleagues in other countries about current issues in research and teaching and the teaching/learning materials used here.
- I inform myself in OER portals about the availability of teaching materials in my subject area. Can I use OER or develop them further for my teaching? Which of my teaching/learning materials could I share?
- Students can present results from the course to a wider audience and participate in international academic discourse.
- I consider that the international orientation of my course has an impact on the design and assessment of forms of examination:
- Which learning scenarios and environments do I want to permanently integrate into the curriculum?
- Do the learning objectives, course format and form(s) of assessment formulated in the module description fit with the actual practice or should they be revised?
- How does my course fit into the context of the module and the study phase? Where do students acquire important prior knowledge for my course and where do they apply their gained knowledge?

**Recommended reading**

- DAAD Arbeitspapier (2022), [Digitale Internationalisierung an deutschen Hochschulen. Stand und \(internationale\) Perspektiven.](#)
- [Dossiers des Hochschulforum Digitalisierung \(HFD\)](#)
- Book series: *Internationalization in Higher Education*, Routledge (Herausgeberin: E. Jones); darin insbesondere Carroll (2015) & Leask (2015)
- [Journal: Journal of Studies in International Education, Sage](#)
- [Youtube Channel: Elspeth Jones International Educator Conversations](#)
- ACA Think Peace Digitalisation in Higher Education (2022) [Colouring the student international journey in the digital era – A German perspective](#)