

Internationality in Teaching

§ 1 OBJECTIVES

The internationality of the courses offered at all stages of study – from Bachelor's and Master's to doctoral studies – forms a central element of the self-image of study and teaching at the University of Bonn. Internationality in teaching aims towards

- (a) preparing students and lecturers for an increasingly internationally oriented job market both inside and outside the academic world (training objective),
- (b) the individual personality development of students and lecturers who should be well prepared to face the complex demands of a globalized world (educational objective),
- (c) the recruitment of outstanding foreign students and their optimal integration in order to increase the probability of positive study outcomes (recruitment objective)
- (d) facilitating an intercultural dialog between students and lecturers, including the promotion of the European tradition of science and education outside Europe and learning from other traditions worldwide (communication objective).

§ 2 SELF-IMAGE OF THE SUBJECTS

Although the internationality of teaching is an important part of the self-image of all courses offered at the University of Bonn, this does not level the specific requirements and objectives of each academic discipline. Different subject cultures have different opportunities and challenges when it comes to integrating international aspects into their teaching and course offerings. Successful internationalization requires explicit reflection of the respective scientific tradition and language(s).



§ 3 FOREIGN LANGUAGE SKILLS AND MULTILINGUALISM WITHIN TEACHING

Teaching in foreign languages alone is no guarantee for successful teaching of international and intercultural skills. Internationality in teaching in the sense of the present guiding principles therefore covers a broad spectrum of aspects of curricular development. Nevertheless, one aspect within this spectrum is that the University of Bonn promotes the expansion of the range of foreign language teaching formats. While doing so, teaching in a foreign language must not jeopardize the level of professional exchange within teaching.

In order to make this possible, it is particularly important to impart appropriate knowledge of the foreign languages that are relevant to the studies, generally at least German and English. The University of Bonn sees this teaching as a separate task (cf. guiding principles on the language policy). In a fundamentally multilingual learning group, it can be helpful to accept that each participant speaks the language of his choice as long as it is guaranteed that all others at least understand this language (parallel language use).

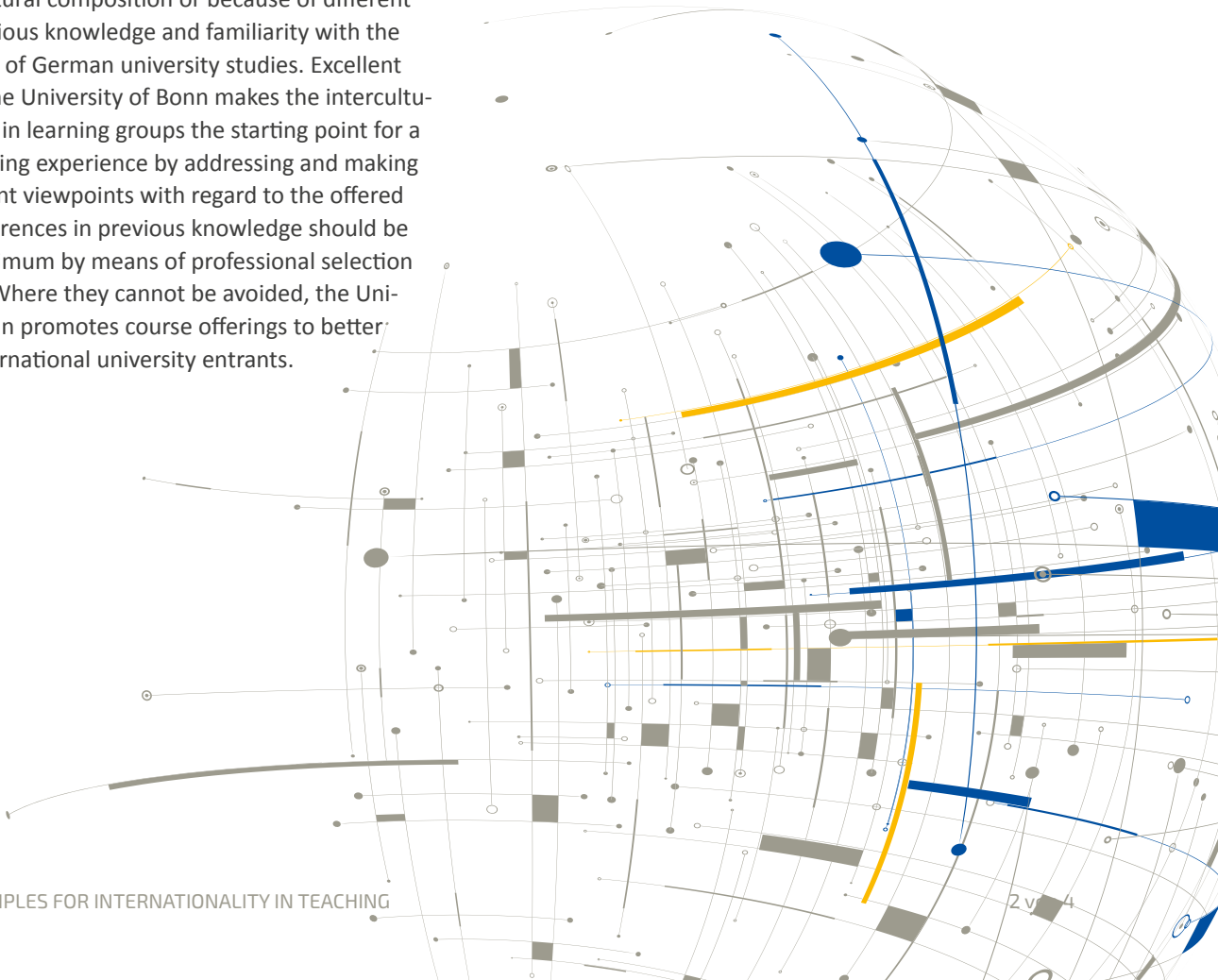
§ 4 HETEROGENEITY OF LEARNING GROUPS

Learning groups are often heterogeneous not only because of different language levels, but also because of their intercultural composition or because of different levels of previous knowledge and familiarity with the requirements of German university studies. Excellent teaching at the University of Bonn makes the intercultural difference in learning groups the starting point for a positive learning experience by addressing and making use of different viewpoints with regard to the offered content. Differences in previous knowledge should be kept to a minimum by means of professional selection procedures. Where they cannot be avoided, the University of Bonn promotes course offerings to better integrate international university entrants.

§ 5 INTERNATIONAL LECTURERS

One prerequisite for high-quality international teaching is the international qualification of lecturers. Lecturers and students at the University of Bonn are supported in acquiring subject-specific foreign language skills (cf. section 3 and guiding principles on the language policy). Appropriate offers of high-quality teaching for multilingual and culturally heterogeneous learning groups should also be provided at the level of higher-education didactics. Intercultural training is of particular importance here.

Another central element in promoting international learning experiences and “internationalization at home” is the integration of lecturers who have not been socialized in the German education and research system. In this sense, the University regards the recruitment of foreign and/or internationally active researchers for research and teaching as an important goal. The use of foreign doctoral students in teaching should be fundamentally strengthened.



§ 6 MOBILITY

The University of Bonn promotes the mobility of its students and lecturers. Enabling mobility requires a culture of international exchange within the academic disciplines at the level of study and teaching. The mobility of lecturers is strongly supported as a mode of qualification for teaching competence in international learning contexts.

For students at the University of Bonn, a study visit or internship abroad should already be considered in the course design, e.g. through fixed mobility windows. When accrediting study achievements gained abroad, the subjects should ensure as far as possible that students do not suffer any disadvantages as a result of the stay abroad with regard to the duration of their studies. For visiting students, a sufficient amount of course offerings are to be made available for an attractive study phase, that can also be completed without knowledge of German at C1 level. The University of Bonn provides all internationally mobile students and lecturers (out-goings and incomings) with appropriate advisory and support services to meet demand.

Students who, for various reasons, have a comparatively low international mobility (e.g. first-time academics, students with children, students with mental and/or physical impairments) are specifically addressed and encouraged, and supported with appropriate information and counseling services. Appropriate scholarship programs are to be offered to make stays abroad financially viable.

§ 7 INTERNATIONALITY OF COURSE CONTENT

The internationalization of course content should be taken into account in all study programs at the University of Bonn. It implies anchoring an intercultural, international and global dimension into the curricula, which manifests itself at least through the consideration of foreign-language literature. Internationalized curricula are characterized by a plurality of alternative perspectives and a general appreciation of diversity. They provide students with comprehensive specialist knowledge from a wide range of international perspectives and enable them to gain a global understanding of their academic discipline and thus indirectly also of their future profession.

§ 8 INTERNATIONAL COLLABORATIONS IN TEACHING

University and institute partnerships are to be made use of at the University of Bonn for the internationality of teaching. Already during the recruitment phase, e.g. in international Master's programs, the maintenance of partnerships with universities that train for the program can play an important role. The internationality of teaching can also be increased through cooperative courses through to joint courses of study. In this context, the possibilities of the digitalization of teaching are particularly useful (video conferencing/shared classrooms/webinars).



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