



# Micro-Degree International Teaching for Sustainability

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People from over 100 nations make Trier University of Applied Sciences a place where teaching, learning, and research transcend cultural and national borders. This cultural diversity represents an enrichment and great potential for innovation in teaching and research. However, with increased internationalisation the demands on teaching staff are also rising. At the same time sustainability is increasingly becoming the focus of universities, which as educational institutions play a central role in sustainable development.

The Micro-Degree "International Teaching for Sustainability" enables teachers and young academics to further develop their intercultural, linguistic, and didactic competences. In individually tailored formats, they receive support in the development of English-language teaching, the planning of international teaching cooperation and the content-related didactic orientation of their courses towards the UN's Sustainable Development Goals.

## The Micro-Degree is of interest to you if ...

- you would like to expand your intercultural and/or linguistic competences
- you want to make your learning activities and content international and sustainable
- you want to use diversity and education for sustainable development as resources for your courses

The modules of the Micro-Degree are largely creditable for the Rhineland-Palatinate Certificate for Higher Education Didactics.



## I. Structure and contents of the Micro-Degree at a glance

Teachers have the option of taking individual modules according to their individual interests and receiving a Micro-Degree of participation for these, instead of completing the entire Micro-Degree. To receive the Micro-Degree, at least 20 units (1 work unit corresponds to a workload of 45 minutes) are required, as well as the conception and implementation of one's own practical project. The Micro-Degree thus combines theoretical knowledge transfer with practical teaching experience.

English Medium Instruction & Intercultural Competence in Teaching	Education for Sustainable Development	Digital and International Teaching & Learning	Internationalisation of the Curriculum in Practice	Practice project
Workshop: " <b>Active Learning in Global Classrooms: Strategies for Teaching an International Audience</b> " (8 units) <i>The language course can be credited with 8 units towards Module 2 of the Rhineland-Palatinate Certificate in Higher Education Didactics.</i>	Training series: " <b>Education for Sustainable Development (ESD) and SDGs in Higher Education Teaching</b> " (16 units) <i>The training can be credited with 8 units towards Module 2 of the Rhineland-Palatinate Certificate in Higher Education</i>	Coaching: " <b>Virtual Exchange: Designing Transnational Virtual Teaching Collaborations</b> " (4 units)	Workshop: " <b>Out of the Box: Unpacking the International Dimension</b> " (4 units) <i>The workshop can be credited with 4 units towards Module 2 of the Rhineland-Palatinate Certificate in Higher Education Didactics.</i>	<b>Concept development, implementation and evaluation</b> of an international project or course (30 units)

## II. Contents and learning objectives in detail

### 1 "Active Learning in Global Classrooms: Strategies for Teaching an International Audience"

Lecturing to an international audience can present several challenges including cultural differences in teaching and learning, language barriers in understanding the material and a lack of confidence in interacting with the lecturer and other students in English. This one-day workshop will address these issues, offering tools and techniques to plan lectures that activate all students and create more effective, collaborative teaching sessions.

- Find out about the importance of cultural competence in teaching and how to address language barriers constructively.
- Learn how to plan and structure lessons to allow for maximum understanding and retention of material.
- Discover active learning strategies to maximise student engagement and draw all students into discussions.
- Practice a teaching sequence and receive constructive feedback.

**Instructor:** Lesley-Anne Weiling *[specialist in written and spoken English for graduate students and researchers, academic writing, conference presentations, proofreading and editing]*

**Workshop Language:** English

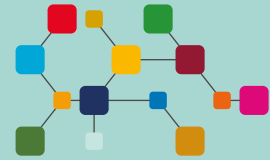
**Format:** Online

**Dates:** April 12, 2024, 9:00 a.m. - 4:00 p.m.

#### **Additionally: Translation of teaching materials**

In addition to the language training, we offer support with the translation and proof-reading of your English-language learning materials. If you are interested in this offer, please write an email to:

[uebersetzungsservice.hawinternational@hochschule-trier.de](mailto:uebersetzungsservice.hawinternational@hochschule-trier.de)



## 2 "Education for Sustainable Development (ESD) and SDGs in Higher Education Teaching"

Sustainability is a pressing social development task that is increasingly becoming the focus of universities. The UNESCO World Action Programme and the National Action Plan for Germany aim to implement and structurally anchor Education for Sustainable Development (ESD) at all higher education institutions. In addition to conveying a fundamental understanding of the thematic areas of the Sustainable Development Goals (SDGs), this includes in particular the strengthening of overarching cross-cutting competencies through student-centred, activating teaching methods. But how can ESD be successfully integrated into the various academic disciplines, subjects and teaching formats? Contents of this training include:

### **Module 1: Living and learning in a complex world**

- Current risks and challenges
- Definition and history of Sustainable Development
- Sustainable Development Goals (SDGs) and Agenda 2030
- Reflecting on teaching practice

### **Module 2: ESD – competencies and didactics in higher education**

- Definition and the core-idea of ESD
- ESD competencies
- Didactics in Higher Education teaching
- Success stories of ESD in Higher Education

### **Module 3: Implementation and good practice examples of ESD in university teaching**

- Introduction to Whole Institution Approach (WIA)
- How can ESD processes be set into motion (and scaled-up)
- Implementation and good practice examples of ESD in university teaching

### **Module 4: Evaluating ESD in the context of higher education institutions**

- Meaning of evaluation in the context of ESD
- Methods and approaches for evaluating ESD
- Communication of results

- Instructors:** Tim Kiefer *(Engagement Global, Germany)*  
Julia Rauh *(IBBF Berlin, Germany)*  
Prof. Dr. Marco Rieckmann *(University of Vechta, Germany)*  
Dr. Shamita Kumar *(Vice Principal at Institute of Environment Education  
and Research, Pune, India)*
- Workshop language:** German & English
- Format:** Online
- Dates:** Module 1: June 7, 2024, 1:00 p.m. - 4:00 p.m.  
Module 2: June 14, 2024, 1:00 p.m. - 4:00 p.m.  
Module 3: June 21, 2024, 1:00 p.m. - 4:00 p.m.  
Module 4: June 28, 2024, 1:00 p.m. - 4:00 p.m.

This training series is offered in cooperation with Engagement Global.

### **3 "Virtual Exchange: Designing Transnational Virtual Teaching Collaborations"**

In Virtual Exchange (VE) projects, teachers and students from at least two universities work together across borders and use digital media for communication and collaboration. Co-teaching and peer learning are central components of VE scenarios, as is the involvement of practical partners from industry, business and society as clients or mentors. Everything is possible, from software development to product and concept development for a market launch. VE projects can thus be integrated into existing or new curricula across disciplines. In addition to imparting subject-specific knowledge, they also strengthen transversal 21st century competencies such as media literacy, communication skills, global awareness, critical and analytical thinking, foreign language skills, and intercultural competencies. In this individual 1-1 coaching you will receive tips for designing and implementing virtual international teaching and learning activities, the appropriate use of methods and media and how to find a partner.



**Instructors:** International Team of Trier University of Applied Sciences  
**Workshop language:** German or English upon request  
**Format:** Online or in presence upon request  
**Dates:** Individually arranged

#### 4 "Out of the Box: Unpacking the International Dimension"

Have you wondered what internationalisation can mean for your module and your classes? This hands-on workshop will explore how alignment can be achieved in learning, teaching and assessment in the process of internationalising a module. Internationalising learning outcomes will be discussed with an objective to illustrate that the process is more than a cosmetic exercise to adapt their formulation, but rather it is about unpacking the potential of each module. We will use a tool based on the programme logic model, developed to support academics in internationalising their modules. By exploring the ways in which the input, activities, output, outcomes and impact of a module can be internationalised, participants will be exposed to a range of practical internationalisation instruments and reflect on their choices. The alignment of these components will be reviewed so that the end product is a deeply internationalised and coherent module.

**Instructor:** Claudia Bulnes *(Researcher and Academic Developer of Internationalisation, The Hague University of Applied Sciences)*  
**Workshop Language:** English  
**Format:** Online  
**Date:** September 13, 2024, 1:00 p.m. - 4:00 p.m.

## 5 Practice project

A final practical project of 30 units is intended to ensure the transfer of the theoretical knowledge acquired into practice. This can be the conception and implementation of a new innovative course or alternatively a teaching stay abroad.

### **Requirements for your practice project:**

- Achievement in this form by the teacher for the first time
- Independently designed and implemented service
- Planning, reflection and documentation as an integral part of teaching performance
- Focus on at least one of the four modules

## III. Admission requirements and registration

The Micro-Degree is aimed at all teachers and young academics at Trier University of Applied Sciences. The organiser is the project "Hochschule Trier International", which is funded by the DAAD with funds from the BMBF. According to the organisers and if free capacities are available, the programme is also open to interested teachers from other universities. Decisive for the allocation of free places is primarily the order of registration, whereby places are allocated with priority to teachers who wish to complete the entire Micro-Degree. After receipt of the registration form, participants will receive confirmation of admission in a timely manner. The programme is completed with a Micro-Degree. Modules of at least 20 units and a practical project must be completed. One work unit corresponds to a workload of 45 minutes. After examination by the organiser, any relevant further training already completed can be recognised.

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