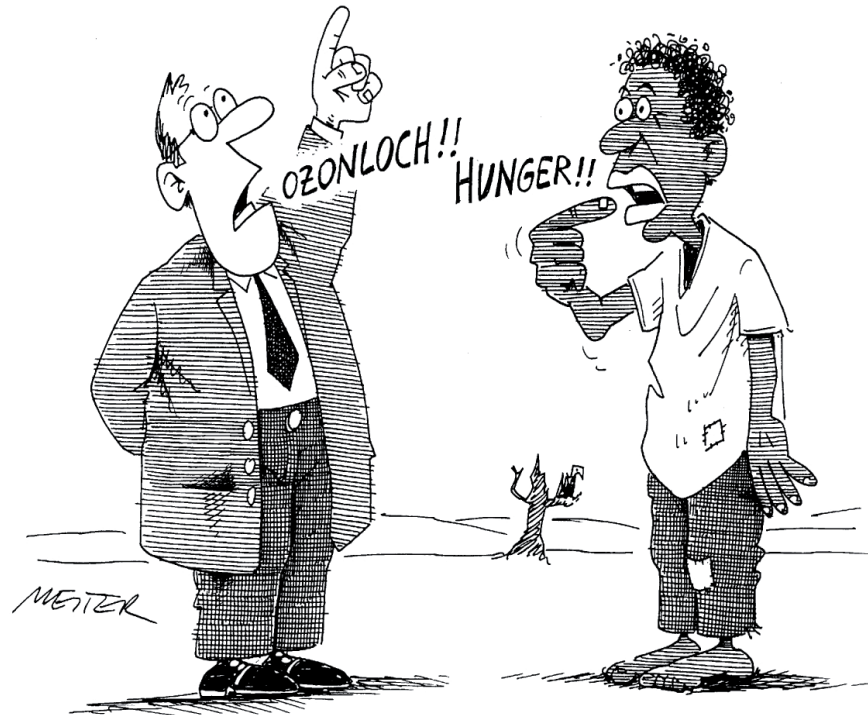# The internationalization of higher education from the perspective of transcultural education

Challenges, concepts and experiences

International conference
"Internationalization of the Curricula in Higher Education: Concepts, Initiatives, Actions"
November 1-3, 2016, University of Göttingen

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The internationalization of higher education from the perspective of transcultural education: Challenges, concepts and experiences

Initial point

Universities have a social responsibility to contribute

to the realization of the UN Sustainable Development Goals.

(see Hirche 2015)

How can transcultural learning in higher education institutions can contribute to the UN Sustainable Development Goals (SDGs)?

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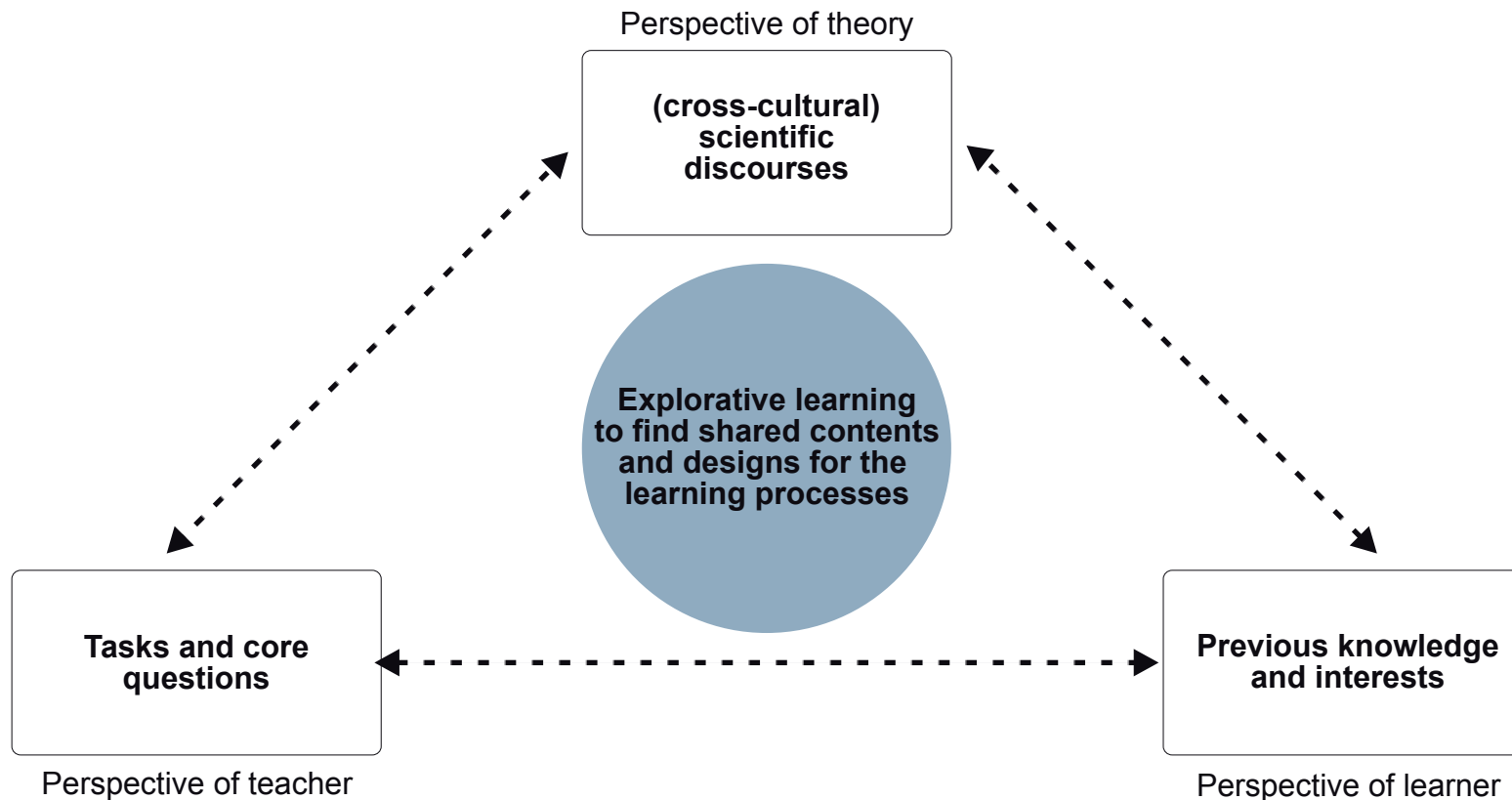
Cornerstones of Transcultural Education

- Cross-cultural understanding of sustainability and global justice by questioning the occident in favour of new social relations between humans amongst themselves as well as humans and their natural environment.

- Handling of multiple truths by overcoming dualistic thinking.

- Involving different religions, sciences, arts, (life-)philosophies as well as different ways of thinking, social living and working.

- Educational venues characterised by a dialogical authenticity of objectives, contents and methods and an interconnection of individual, cooperative and organizational learning.

(see i.a. Muth 2011; Teherani-Krönner 2012; Ianni 1996; Fornet-Betancourt 2007; Welzer 2011; Troll 2014; Scheidewind/Singer-Brodowski 2014 and Freire 1998)

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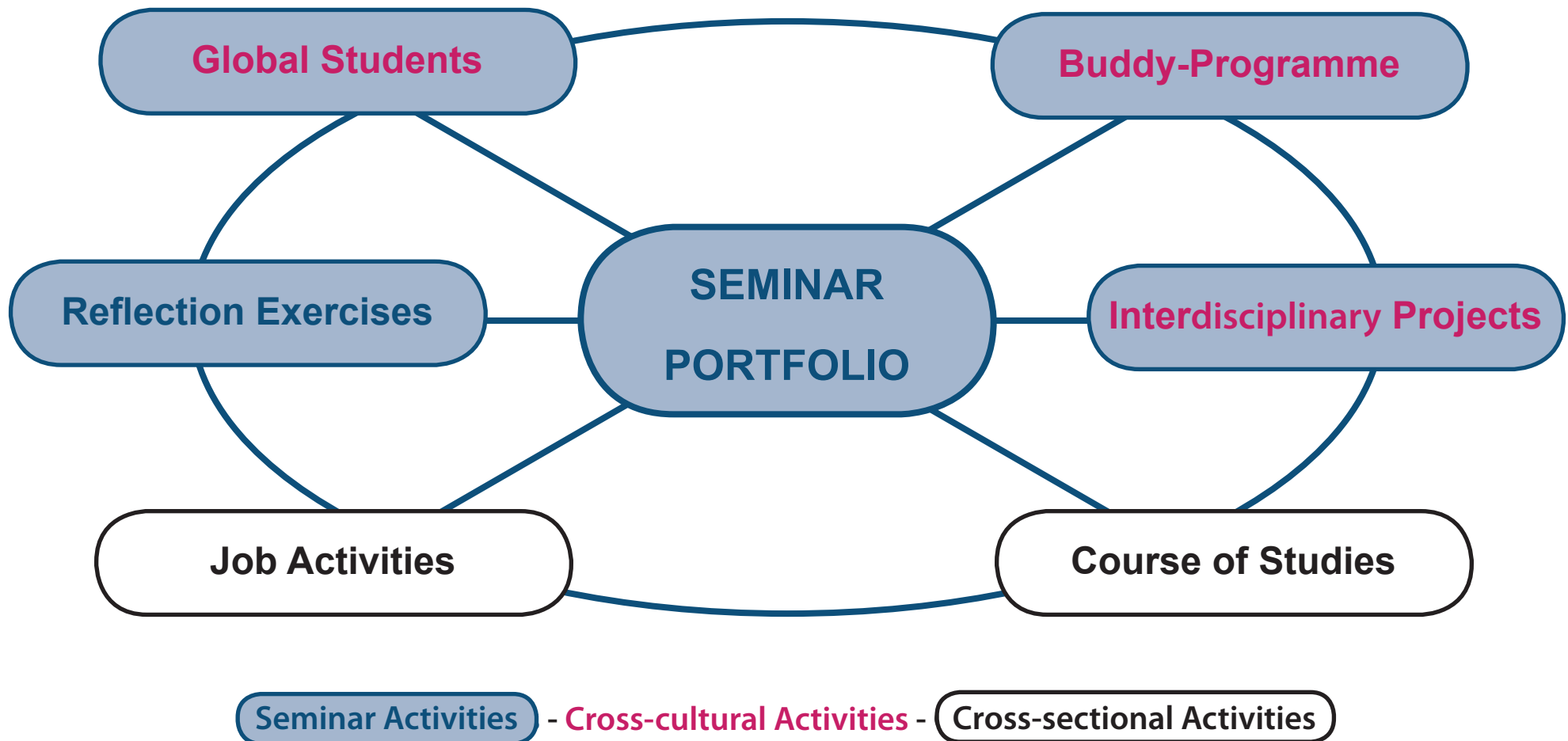
Didactic and Methodical Core Questions

- How can academic learning and research contribute to cross-cultural (scientific) dialogues about different constructions and interpretations of sustainability?

- How can a transdisciplinary and inclusive (scientific) communication be organized on campus to overcome cultural differences as well as dualistic thinking?

- Which contents and - particulary - which methods can encourage to accept and appreciate the learning biographies of all students and higher educational staff, their multilayered social and cultural affiliations?

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Generative Triangle of Transcultural Education

Perspective of theory

(cross-cultural) scientific discourses

Explorative learning to find shared contents and designs for the learning processes

Tasks and core questions

Perspective of teacher

Previous knowledge and interests

Perspective of learner

(Auditor 2015)

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Interconnecting Design of Transcultural Education

Global Students

Buddy-Programme

Reflection Exercises

SEMINAR PORTFOLIO

Interdisciplinary Projects

Job Activities

Course of Studies

Seminar Activities - Cross-cultural Activities - Cross-sectional Activities

(Auditor 2016)

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Experiences

- „Due to his origin, **I had developed an image** of what he might be like in advance. As I learned, this image **did not match with his personality at all.**"

- „First of all, I want to **travel to many other countries** to improve myself transculturally."

- „To act more responsibly on a global level, for Europe this would mean **not to poach professional workers from other countries**, [...]"

- „To hold onto **old structures** is not only an African problem, but rather one that **also appears** on a daily basis **in Europe**, [...]"

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Open Questions / Unresolved Issues

- To what extent is there a willingness to allow educational instituations to become places for open, dialogical, heterogeneous and hybrid learning despite processes of central standardization which lead to homogenization (e.g. international benchmarking of universities)?

- To what extent are universities endangered to reproduce global processes of ecological devastation and injustices in view of our education system being continuously economized?

- How can we transform (higher) education systems where sustainability is not defined in a onesided cultural way?