# Internationalization of curricula through research oriented teaching

Speakers:

Michael Thiele (university of Bremen)

"The trilateral Bachelor Project" at the Universities of Bremen, Groningen and Oldenburg

Alexander Knoth (university of Potsdam)

Linking perspectives: Interdisciplinary, international and intercultural learning with (networked) weblogs



moderation: Susanne Wimmelmann

## Structure of the workshop

- Discussion with your neighbour; brief bit of input how to combine teaching and learning
- Two 15 minute-presentations; questions
- How international elements can be a part of your work at your home-university

# Please discuss with your neighbour

- What contact do you have to research oriented teaching and learning?
- What you are going to be focusing on as I listen to todays presentation?

The answer to what question are you going to be looking for?

Please keep your cards. So we can see wheather your questions has been answered or wheather we need to discuss something else.

### To combine research and learning (vgl. Huber 2014)

#### Active learning: students participate

Forschungstutoriertes Lernen (Huber)	Forschendes Lernen (Huber)
Focus:	Focus:
Discussion, analysis and	The students take an active
evaluation of the state of the	part in the entire research
current research	process
Focus: p.ex. lecture The students get to know the current state of research	Focus: Practical experience students become aquainted with and learn to apply research methods
Forschungsbasiertes Lernen	<b>Forschungsorientiertes</b> Lernen
(Huber)	(Huber)

#### **Receptive learning**

## Research oriented learning means

- Students generate knowledge (by themselves)
- > They go in action (also thinking means action)
- They reflect (themselves in the research process and every step in the research process)

What is your take-home-massage?

Please pin your question-card and Your take-home-massage-card on the board!

Thank you 🙂