Erasmus+ project
Students' Mobility Capacity Building in Higher Education in Ukraine and Serbia / MILETUS

Syllabus
Course of Internationalisation

DEV 2.4.2 / 2.5.2

Authors: Thorsten Blecker, Olena Soltmann, Kjeld Nielsen,
Thomas Ditlev Brunø, Jesper Kranker Larsen,
Ivana Filipović Malada, Federica Ciccullo, Martina Sani

Dissemination level: PU

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www.miletus.mnau.edu.ua

CONTENTS

1. Syllabus elaboration for students (Course of internationalisation)

1.1 The main objectives of the course of internationalization

The main objectives of the course of internationalisation are to prepare students for their virtual and real mobility runs.

In addition, this course trains students to work in multinational teams by encouraging them to improve their English language skills and develop their personal skills and abilities, while breaking down social and cultural barriers.

This comprehensive online course focuses on the topics of internationalisation, as well as cultural diversity, intercultural communication, but also on the topic of personal time management, work in team, and English for academic purposes.

1.2 The main information about the course of internationalization

Course title: Course of internationalisation

Number of ECTS credits points: non-credit course

Period: 2018 - 2019

Teaching: Online lecture of 45 minutes each

Assessment: not required

Prerequisite: not required

1.3 Course Description and Duration

This course comprises four separate course units (see Annex I). Non-significant changes to the lecture content can be made at the beginning of the lecture.

All course units should be completed online. These lectures will be available to students on the internet platform at any time.

This course is aimed at Bachelor (3 and 4 study year) and Master students is required before starting their mobility. The PhD students are also welcome.

1.4 Learning Activities

Students can access the internet platform with learning materials before the start of their mobility run.

The learning activities consist of a combination of pre-recorded online lectures and an online discussion forum. The tutorial exercises can be posted and discussed in the online forum for each course unit. All discussions are available during the mobility run.

1.5 Course Units

The course consists of four course units of 45 minutes each. There are no start date and timeline requirements for each course unit.

Students are required to complete all course units within the period of the mobility run.

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Annex I (Syllabus of the Course of internationalisation)

Course unit title: Cultural diversity and integration

Lecturer: Prof. Dr. Thorsten Blecker (Hamburg University of Technology, Germany)

Duration: One lecture of 45 minutes

Objectives:

The objective of this course unit is to present students an overview of the nature of culture, cultural diversity and cultural integration. Particular focus will be on the discussion of the definition of multiculturalism and their theories. Finally, ways to overcome cultural barriers will be discussed. A number of practical examples illustrate how to find the appropriate tools for ethical decision making in different cultures

Course Contents:

Historical background of mobility
Diversity theories. Nature of culture and cultural diversity.
Multiculturalism and Cosmopolitanism.
Migration and integration.
Barriers to Diversity. Stereotypes

Recommended literature:

KühlmannT., Heinz R. (2017) Managing Cultural Diversity in Small and Medium-Sized Organizations A Guideline for Practitioners. Springer Nature. p.102. ISBN 978-3-658-16616-8. DOI 10.1007/978-3-658-16616-8.

Tamcke M. et al. (2013) Europe - Space for Transcultural Existence? Studies in Euroculture, Vol.1 Universitätsverlag Göttingen. p.291. ISBN: 978-3-86395-062-0.

Rodrigues, Carl (2009) International management: a cultural approach 3. ed. XXII, 535 S. Los Angeles, Calif. [u.a.] Sage. ISBN 9781412951418.

Other literature will be specified in the beginning of the lectures.

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Course unit title: Intercultural Communication in European Academic Projects: Roles, Responsibilities and Authority

Lecturer: Associate Professor Kjeld Nielsen, Ph.D.; Associate Professor Thomas Ditlev Brunø, Ph.D.; Postdoc Jesper Kranker Larsen, Ph.D. (Aalborg University, Denmark)

Duration: One lecture of 45 minutes

Objectives:

The objective of this course is to provide students an overview of intercultural communication within the European academic environment in the natural and engineering science. Since academia is a highly intercultural project focused sector, the main theoretical positions of intercultural communication will be presented: intercultural project roles, responsibilities and authority.

Particular focus will be on recent discussion within the internal and external roles of an intercultural research project as well as ways of filling and communicating the research project in an intercultural context. The difference between various model of intercultural knowledge production will be discussed as well as the differences between terms such as research, intercultural communication, roles, responsibilities and authority hereof. Furthermore, the course will address the challenges of intercultural projects in terms of language barriers and measures to counter these challenges

Course Contents:

Lecture One:
Part one of two: Intercultural Academic Project Roles, Responsibilities and Authority
Part two of two: International Communication and Cross-cultural Transitions

Recommended literature:

NICHOLAS, John M.; STEYN, Herman. *Project management for engineering, business and technology*. Taylor & Francis, 2017. Chapter 14.

BELFORD, Nish. International students from Melbourne describing their cross-cultural transitions experiences: Culture shock, social interaction, and friendship development. *Journal of International Students*, 2017, 7.3: 499.

WANG, I.-Ching, et al. Why Do International Students Avoid Communicating with Americans?. *Journal of International Students*, 2017, 7.3: 555-582.

Course unit title: Time management

Lecturer: Luca Baiguini (Adjunct Professor of Organizational Behaviour)

Duration: One lecture of 45 minutes

Objectives:

The goal of this training course is the transmission of pragmatic and effective techniques and strategies to address the key issues related to the perception, use and management of time.
The focus is on the ideas of priority and planning, with particular attention to the elements, both internal and external, which are an obstacle to a functional relationship with time.

Course Contents:

1. **Time use analysis**
   How to analyze the use of time and classify activities
2. **Urgency / Importance / Priority**
   The difference between urgency, importance and priority and their impact on activities and time management
3. **The Urgency / Importance matrix and the four main time management techniques**
4. **Planning: techniques and objectives**
5. **How to effectively delegate**
6. **Proactivity and continuous improvement**
7. **How to minimize interruptions and the GTD methodology?**

Learning Goals:

At the end of the module the participants will be able to:
- establish what are the strengths and weaknesses of their relationship with time
- plan their activities by priority and design their time management strategy

The present course can be integrated with two modules, for which the Syllabi are available at:

- Conflict Management: https://www.pok.polimi.it/courses/course-v1:Polimi+MANCONF101+2016_M12/about
- Working in multi-disciplinary teams: https://www.pok.polimi.it/courses/course-v1:Polimi+WMT101+2017_M9/about

Course unit title: How to improve academic English skills and effectively fight cultural barriers in multinational teams

Lecturer: Ivana Filipović Malada (Top Class Foreign Language Centre, Serbia)

Duration: One lecture of 45 minutes

Objectives:

The objectives of this course are:
- Introducing students to the topic of English for academic purposes (EAP) and basic concepts regarding it: what it includes, main characteristics and EAP skills
- Informing students of the main challenges faced in academic context in terms of language with the aim of focusing their attention on those challenges and finally overcoming them
- Providing students with practical advice on how to improve listening skills in academic context
- Providing students with practical advice on how to improve the most challenging EAP skill – writing
- Enhancement of students' EAP vocabulary
- Familiarizing students with the basic concepts and advantages of multicultural collaboration
- Providing students with basic guidelines on how to improve communication skills in multicultural teams

Course Contents:

1. **Introduction to the topic**
   - What is academic English or English for academic purposes (EAP)?
   - What are the characteristics of language in an academic context and what are the main differences between EAP and general English?
   - The four English skills in an academic context: reading, listening, writing and speaking
2. **Characteristics of lectures and what students should pay attention to (what is expected of them)**
   Did you know that 3.5 minutes long university lecture contains 500 words on average? Plus visual elements – e.g. slides of presentations!
   - long lectures
   - multitasking required (typically listening while note-taking and looking at visual elements)
   - potentially large number of students in audience
   - details versus main points
3. **Listening skills in an academic context**
   - 3.1 Roles of an academic listener
     - Interpreter (making sense upon receiving the input)
     - Recorder (doing something with it and reusing it in new contexts)
   - 3.2 Challenges in listening to a lecture
     - 3.2.1 Linguistic
       - ➢ Accent and pronunciation of the speaker
       - ➢ Vocabulary (technical terms especially)
       - ➢ Long sentences with a lot of relative clauses
       - ➢ Unnecessary words

3.2.2 Practical
- ➢ Continuality and fluency – no gaps in sounds
- ➢ High density of content (a lot of new information)
- ➢ Noise
- ➢ Number of listeners

3.2.3 Visual
- ➢ Following visuals in addition to note-taking and listening
- ➢ Slides of presentations usually contain words, graphics, statistics, references, abbreviations, symbols, etc.

3.2.4 Content and knowledge (including embedded references to items mentioned before/after in the text – e.g. as I've said)

3.2.5 Cognitive (processing new information and adding them to the previous knowledge with the aim of interpreting and reusing them)

3.2.6 Contextual, cultural and knowledge-based

3.3 What can we do to help and develop academic listening skills

Just being somewhere and just listening to a language is not going to get you any far - DEDICATION is crucial!

- Start with a clear academic focus: cause-effect-association
- Use the right language (associations)
- Connect it to other skills (reading and writing) to prepare for a lecture – read the preparation materials to talk you through the big picture, get to know main points and vocabulary
- Provide a rationale – why you are doing a particular thing
- State the learning objectives – learning outcome (facts, associations and evaluations)
- Formulate a coherent sequence of tasks: you have to understand in order to be able to reprocess the content
- Integrate academic language

3.4 Supporting materials to use
- www.TED.com – great lectures with transcripts
- MOOCs (e.g. Coursera, edX)

4. **Academic writing as the most challenging academic English skill**
   Write to EXPRESS, not to impress!
   Practical tips to improve your academic writing skills:
- Keep the register formal and write to the level of the intended audience
- Build on the past – do the research first
- Provide supporting evidence – sources and referencing (do not write something and claim as your own)
- Inform the audience – academic papers are not intended to be opinion pieces, solid evidence for the stated need to be provided
- Get to the point – include an abstract when possible
- Take a stand – present hypotesis and persuasive arguments
- Avoid cliches – academic papers need to be informative and educative; overuse of the flowery language can diminish the impact of the points made
- Show some style
- Edit – format is important as well
- Proofreading leads to perfect papers

5. **Academic vocabulary and ways to improve it**
- Use the vocabulary that you know, but also work on expanding your vocabulary
- Read, read and read
- Watch and listen to relevant online sources with subtitles (such as TED.com and MOOCs)
- Keep a word journal - record at least three new words that you have encountered in each reading, a definition, the part of speech, and a new sentence with the word

- Set up discussion groups - **to further acquire academic vocabulary, students can form groups,** provide a specific academic topic and some academic vocabulary to go with it. They can then discuss what they think using the vocabulary assigned. Try it sometimes with other foreign students!

6. **Multicultural collaboration and some guidelines to it**

   6.1 Why is multicultural collaboration important?
   - *It emphasizes common interests rather than differences*
   - *It makes for more effective communication among groups*
   - *It enriches everyone's life when there is shared knowledge of others' cultures*
   - *It creates community*

   6.2 Some guidelines for a successful multicultural collaboration and fighting cultural barriers
   - Practice, practice, practice
   - Listen actively and empathetically - do not judge and try to look at the situation as an outsider
   - Don't assume that there is one right way to communicate
   - Respect others' choices about whether or not to engage in communication with you
   - Learn from generalizations about other cultures and races
   - Be prepared for a discussion of the past
   - Remember that cultural norms may not apply to the behavior of any particular individual
   - Get used to other customs and values

Recommended literature:

- www.TED.com
- MOOCs (massive open online courses): edX, Coursera, FutureLearn
- Open access resources at university EAP centers
- Cambridge Academic English (B1+ to C1)
- English for Academic Purposes – Students' book (Oxford University Press)