



Bridging Borders in Challenging Times: Lessons Learnt from Transnational Teacher Trainings

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About us



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Our Presentation

Outline

- Project
- Survey
- Gains for Participants
- Learnings: Contents and Formats
- Interculturality/Transnationality
- Learnings: Organisation of Transnational Teacher Trainings/Projects



The Project

German Jordanian Applied University Teaching (GJAUT)

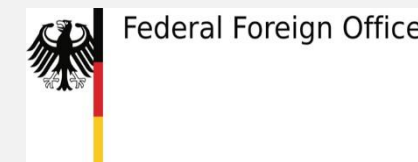
Project partners

Magdeburg-Stendal University of Applied Sciences
and German Jordanian University



Funding programme

University Cooperations with Jordan and Lebanon
to support Syrian University Staff



Project duration

2021-2022



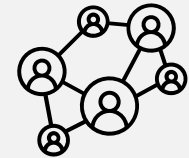
The Project

Project Aims



Train academics from Jordan, Lebanon and Syria for applied university teaching

Foster transnational networking and teaching projects



Facilitate active exchange of academics from Syria, Lebanon, Jordan and Germany on teaching topics

Establish and support a new e-learning centre at GJU





The Project

Realised Teacher Trainings in 2022

- ✓ Online trainings with self-study components – basic and advanced
- ✓ Hybrid workshops at a GJAUT conference in Amman
- ✓ Face-to-face workshops in Amman with participants from Syria & GJU
- ✓ Self-study course for GJU academics (after project duration)



Course Orientation 	For all Units 	Module 1 - Unit 1 Being a Teacher at University	Module 1 - Unit 2 From Teaching to Learning	Module 1 - Unit 3 Course Design	Module 1 - Unit 4 Teaching Methods and Learning Activities	Module 1 - Unit 5 Assessment and Examination	Module 1 - Unit 6 Feedback and Evaluation
Evaluation Module 1 	Module 2 - Unit 7 E-Learning (Introduction)	Module 2 - Unit 8 Instructional Design for E-Learning	Module 2 - Unit 9 Motivation in E-Learning	Module 2 - Unit 10 Media Selection	Module 2 - Unit 11 E-Learning Tools	Module 2 - Unit 12 E-Assessment, E-Exam, E-Feedback	Evaluation Module 2
Module 3 Introduction	Module 3 - Unit 13 Peer Feedback	Module 3 - Unit 14 Working Phase	Group Section: We meet ... 	Group Section: Somethin... 	Group Section: Totally dif... 	Evaluation Module 3 & BA... 	



The Project

Basic Course

Workload	3 modules, divided into units Spring 90 hours, Fall 75 hours (adapted after evaluation of 1 st run)
Duration	Spring 18 weeks (5 hours per week) Fall 15 weeks (5 hours per week)
Contents	fundamentals of teaching and learning, e-learning, peer feedback
Format	live online sessions + asynchronous self-learning activities + individual coaching sessions
Assessment	designing a teaching event + peer feedback + formative feedback German trainer
Participants	Spring: 20 = 7 Jordan, 5 Lebanon, 8 Syria Fall: 20 = 5 Jordan, 5 Lebanon, 10 Syria
Course completion	Spring: 4 Jordan, 2 Lebanon, 6 Syria (12/20 = 60 %) Fall: 12 participants = 2 Jordan, 4 Lebanon, 6 Syria (12/20 = 60 %)



The Project

Advanced Course





The Project

Workload	2 modules 60 hours	Advanced Course
Duration	12 weeks (5 hours per week)	
Contents	peer exchange, peer consulting, peer feedback topics according to group interests	
Format	live online meetings in teaching circles + asynchronous self-learning activities + coaching sessions	
Assessment	designing, implementing and evaluating a teaching event – with peer feedback and formative feedback from a German trainer	
Participants	15 = 6 Jordan, 3 Lebanon, 6 Syria	
Course completion	5 Jordan, 1 Lebanon, 6 Syria (12/15 = 80 %)	



The Survey

Multi-Perspective Review

- Spring 2024
- Sent to:
 - 44 **Participants**
 - 12 **Staff**: project management, trainers ...
- Response rate: ~ 50 %

German Jordanian Applied University Teaching (AUT) - Feedback from participants

This survey will be open until **April 16, 2024**.

Welcome!

You have participated in the **online courses for university teachers** in 2022, provided by our **German Jordanian Applied University Teaching (AUT)** project.

For the preparation and **publication of a field report** on the project, we would like to **ask for your participation and support** once again today. Our team includes Katharina Bonyhádi (formerly Günther), who served as a trainer in all three AUT courses, and Christa Wetzel from Magdeburg-Stendal University of Applied Sciences. Christa played a crucial role in overseeing the entire project and maintained communication with the course participants in different ways.

For a **comprehensive, multi-perspective review of the project**, we kindly ask you for your participation in this survey. Your answers and insights will be instrumental in evaluating the project's overall impact. Your contributions will greatly enhance the depth and richness of our project assessment.



The Survey

Participants

- Response: 20/44
- 20/20 would participate again
- Main challenges: bad internet connection, „dire post-war situation“

“But the **earth quake** and **poor internet** in Aleppo, Syria ... I didn't finish the course.”

“These difficulties were overcome by one attempt after another at **communication**. Communicate with colleagues via the **WhatsApp group**, **download lessons**, and watch them offline.”



The Survey

Questions Participants

- Effects of training and insights
- Change of teaching behaviour and attitude
- New teaching approaches
- Collaboration with colleagues
- Improved career prospects
- Intercultural aspects
- Suggestions for future trainings/projects



The Survey

Staff

- Response: 7/12
- Personal statement (challenges, gains, impact of training, personal growth)
- Ideas and suggestions for future transnational projects

"**Cooperation** in the team was **inspiring** despite obstacles."

"I was able to [...] **extend my competence and experience** in higher education pedagogy in an **international setting.**"



Gains for Participants

Competence Development

- 19/20 changes in behaviour and approach
- Course design
- Methodological variety, active learning
- Student-centred approach

"I started experimenting with the flipped classroom technique, and I **changed my approach** to assessment and feedback."

"**Students** have become **more engaged and passionate** about their studies, actively participating and **demonstrating enthusiasm** during classroom sessions."



Gains for Participants

Changes of Attitude

- Teachers are learners as well
- Student-teacher partnership
- Increased interest and fun in teaching and learning
- Technological openness

"Yes, **being in a student's shoes** altered my view of what my student's feel and what they expect from me."



Gains for Participants

Improvement of Career Prospects

- 13 yes, 5 maybe

"Our **administration is satisfied** that we took the course [...]; however, this **did not add to our salaries nor did it help with any university status**. However, I believe it would be a **valuable addition** if we decided to find a job elsewhere."

"I **signed a contract** with [...] to teach classes for MBA students and that was **because I attended this course.**"



Gains for Participants

Exchange and Collaboration

- Sharing new methods and knowledge, as leaders and colleagues

"I conducted a workshop for my fellow colleagues at the university, where I shared some ideas and information to enhance the curriculum."

"We cooperated to prepare a training for language teachers in my university"



Contents and Formats

Learnings

- **Personal contact!**
- Blended learning: live sessions plus self-study activities
- Time and space for interaction and exchange

"The **direct communication** online was fun. Difficult was the **very limited time.**"

"it was super useful and **made me discuss more** and be sure that I am on the right track."



Contents and Formats

Learnings

- General versus **discipline-specific** courses
- Assessment: **formative** and **for transfer**

"I would find it more useful to have courses that are **tailored for natural sciences teaching**"

"One group [close disciplines] **proposed and pursued their own goals** and maintained **close contact with their trainer.**"



Interculturality/Transnationality

Intercultural Gains

- 20/20: transnational aspect useful
- Diversity of and broadening of own perspectives
- Intercultural/multi-national atmosphere
- Networking and learning about and from others

"It's interesting to have discovered how **culture plays a role in the learning process** and yet at the same time, education is similar in many ways."

"This was an eye opener to **issues** that **can be dealt with from different perspectives** in different settings and different backgrounds and cultures."



Interculturality/Transnationality

Continuing Cooperation/Collaboration

- Amongst colleagues at same university
- Transnational: only for a short while

"I felt that **I am not alone**. We all face the same challenges"

"Yes and no (na ja!) we have little contact just for a short time via WhatsApp. Then **everyone busy with life.**"



Organisation of TTT/Projects

Learnings

- More time, more money, **more sustainability**
- Facilitate **(digital) access** of participants
- **Pool** of trainers and experts

“But **software access was for some participants a problem**. A solution where those get access or an account for digital learning solutions (e.g. Moodle, Camtasia, etc) would be helpful.”



Organisation of TTT/Projects

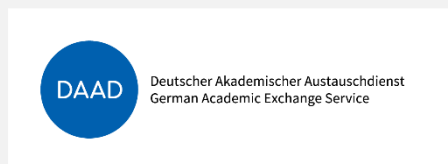
Learnings

- Staff and capacities **at all cooperating universities**
- Exchange and **collaboration of staff**
- **Support** for self-organising and networking of participants
- **Personal contact and established networks necessary for bridging borders in challenging times**



Thank you!

- German Academic Exchange Service and German Federal Foreign Office
- Rectors and colleagues at Magdeburg-Stendal UAS, GJU, and GJU project office
- Our participants, trainers, experts, project colleagues
- EUA Forum audience



“For me **teaching is a skill that needs to be polished**. There is **artistry** in the way teachers connect with students and foster their understanding. At the same time, there is a **science** to teaching and learning, an evidence base on which to build our approaches to developing students’ knowledge, skills, and competencies. That is why teachers have to renew and update their knowledge every now and then.”