

Translation Disclaimer

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The University of Göttingen

Guidelines on how to formulate learning objectives with international and/or intercultural references

In the course of the further development of existing modules or the conception of new courses that give students an international perspective on their subject. It is also important to make the international orientation visible in the module descriptions.

In the interests of Constructive Alignment (Coherence of intended learning outcomes, Teaching and Learning Processes and Examination Performance), the integrated international references should be presented explicitly and in consideration of the different levels of the German Qualifications Framework (pp.6-7) both at the level of content and learning objectives and at the level of teaching, learning and examination formats.

In order to be able to formulate learning objectives well, the reference to competences is helpful. A distinction can be made here between technical competence, i.e. the ability to apply subject-specific knowledge to solve subject-typical tasks, and supra-disciplinary competences that enable students to successfully study and enter working life beyond the scope of their subject-specific qualifications.

Supra-disciplinary Competences

Competence areas	Examples of competences taught
Language competence	Foreign languages
Methodological competences	Rhetoric, EDP/information technology, information competences, presentation techniques, project management, work organisation, scientific work, publication competences
Self competences	Time & attendance, self management, personality development, learning strategies
Social competences	Intercultural skills, ability to work in a team, moderation/communication, leadership skills

The internationalization of teaching content and learning goals is about both the integration of international references in the subject-specific content and skills and the development of an international dimension in the teaching of interdisciplinary qualifications.

Internationally oriented teaching and learning objectives can be operationalised with the following guiding question:

In the context of the integration of an international and intercultural dimension into the curriculum, what should change in the knowledge, thinking, behaviour, skills or attitudes of students during the learning phase?

Or, to put it another way:

What goals and what results should be achieved by integrating an international perspective into the curriculum?

At the level of subject area, the following points, among others, lend themselves to the description of international references in the learning objectives:

- Knowledge of topics with international references.
- Ability to work with case studies or data from countries or regions of interest for the subject.
- Knowledge of international developments in research in the subject.
- Ability to analyse and critically reflect on (foreign) literature and/or material from different countries.
- Ability to work on (regional, country, cultural) comparative questions on scientific topics.

Examples of the internationalisation of subject-specific learning goals in various disciplines:

Original Learning Outcome Students will be able to...	Modified Learning Outcome Students will be able to...	Comment
Analyse market opportunities in the international business environment.	Analyse market opportunities <i>in two contrasting</i> international business environments.	The original outcome could lead to assumptions of homogeneity across international business environments
Explain financial conduct and regulation issues, such as conflicts of interest and the Financial Services and Marketing Act, as they arise in the context of relevant transactions.	Explain financial conduct and regulation issues, such as conflicts of interest and the Financial Services and Marketing Act, as they arise in the context of relevant transactions <i>to a client accustomed to operating in a different national context.</i>	In addition to considering transparency and accessibility of their own communication skills, students will have to identify, and think through the issues more critically by putting themselves in the shoes of someone from outside the UK.
Debate the ethical responsibilities of Science in Society with reference to current issues.	Debate the ethical responsibilities of Science with reference to current issues <i>in a multicultural society.</i>	Making the multicultural element explicit means it will not be over-looked when devising content/ assessment.
List the different components of fitness and evaluate their contribution to functional capacity.	List the different components of fitness and evaluate their contribution to functional capacity <i>with appropriate reference to issues of race, gender and cultural contexts.</i>	Here, learning outcomes address issues equally relevant to multicultural as to international contexts.
Review the role of the organisation within the changing context of the wider sector.	Review the role of the organisation within the changing <i>local and global</i> contexts of the wider sector.	The revised outcome makes specific the context of the wider sector.

Figure 1. Sample of existing and modified learning outcomes

“Graduate Attributes and the internationalized Curriculum: Embedding a Global Outlook in Disciplinary Learning Outcomes”. Jones, Elspeth; Killick, David 2013. In: Journal of Studies in international Education 17 (2), 165-182, S.173 [Link](#)

At the level of generic competences, the following points of reference can be used to describe internationally oriented learning objectives:

- Ability to communicate in international teams or contexts in a professionally and socially appropriate, effective manner (also in a foreign language) and to act in a solution-oriented manner.
- Ability to self-reflect: the students are able to critically reflect the location-bound nature of their own perspective and thus the starting conditions of their own actions.
- Ability to present the results of their own research to an international specialist audience or a culturally diverse readership or audience in an appropriate manner (written/oral).
- Ability to work in an interdisciplinary and comparative manner.
- Ability to adopt a global perspective on the field of study, the specialist discipline and the later professional field, e.g. by developing approaches to solutions that take into account different cultural areas and local contexts.
- Ability to value alternative perspectives and cultural diversity and to understand them as a resource for one’s own professional activities.

A suitable frame of reference for the description of internationally oriented learning goals are also the so-called Graduate Attributes and the related list of questions by Betty Leask:

5. Graduate attributes						
This section asks you reflect on the nature of the graduate attributes you aim to develop in your students.						
<i>Using the scale, circle the response that most accurately reflects your understanding.</i>	Little	Low	Moderate	High	Great	Not Sure
How important is it to develop students' ability to:						
43. explain how specific aspects of (professional) practice impact upon the lives of people locally and in diverse global contexts?	1	2	3	4	5	?
44. critically review current Australian professional practice through reference to practice in other countries?	1	2	3	4	5	?
45. present an analysis of subjects/topics/issues appropriately for an audience of diverse cultures and first languages?	1	2	3	4	5	?
46. make a significant positive contribution as a member of a multicultural/international team work project?	1	2	3	4	5	?

47. develop effective solutions to problems that demonstrate consideration of other cultural contexts?	1	2	3	4	5	?
48. critique the themes presented in this Major/profession from alternative international perspectives?	1	2	3	4	5	?
49. understand the cultural underpinning of ethical practice in the Major/profession?	1	2	3	4	5	?
50. present a critically reasoned and respectful argument in favor of one specific socio-cultural response to a debate in your discipline?	1	2	3	4	5	?
51. critique cultural bias, in published material and media?	1	2	3	4	5	?

<i>Using the scale, circle the response that most accurately reflects your teaching practice.</i>	Little	Low	Moderate	High	Great	Not Sure
To what extent are:						
52. your University's graduate attributes related to intercultural understandings and skills which are explicitly communicated to students and staff?	1	2	3	4	5	?
53. your University's graduate attributes related to intercultural understandings and skills which are systematically developed, sequenced, and assessed across the Major?	1	2	3	4	5	?
54. students enabled to share their international experiences as a valuable learning resource for the development of graduate attributes in your Unit?	1	2	3	4	5	?
55. the informal curriculum, or co-curricular activities, viewed as a resource to facilitate intercultural learning experiences?	1	2	3	4	5	?

Examples of module descriptions that make the integration of an international dimension into the teaching content and learning objectives visible can be found [here](#) from the field of humanities and social sciences and [here](#) from the field of natural and life sciences.

<p>Georg-August-Universität Göttingen Modul B.WLI.130: (English title) Crossing the Borders of National Literatures</p>	<p>7C 4 SWS</p>
<p>Learning goals/Competences:</p> <p>The module deals with interdisciplinary questions from the field of literary studies across national, cultural and social borders. The aims of this module are:</p> <ul style="list-style-type: none"> - To examine the cross-border issues and theories (migration, identity, transculturality, postcoloniality) In doing so, it is necessary to look at the connections between literary/aesthetic and other cultural/social/political meanings from a decidedly intercultural perspective; - To know relevant definitions and thematic focuses of transcultural phenomena in literature; to recognise different processes of appropriation and transformation of literature in an international context. <p>Students will also be enabled to distinguish epochs on the basis of specific characteristics. They learn to compare texts from different forms of dialogue between the epochs and will be enabled to recognise mechanisms of literary development. They will be enabled to open up the diachronic dimension of literary texts through analysis.</p>	<p>Workload:</p> <p>Attendance time: 56 hours Self-study: 154 hours</p>

<p>Georg-August-Universität Göttingen Modul M.GeFo.10: (English title) Theoretical Perspectives of Gender Studies</p>	<p>10C 4 SWS</p>
<p>Learning goals/Competences:</p> <p>Students understand the central theoretical position of gender studies in history and present, from different cultural contexts, which form an interdisciplinary basis of the programme. This includes current approaches of constructivist and poststructuralist theory, which have been produced by Gender Studies and Queer Studies, as well as the reconstruction of feminist theory and theoretical concepts of men's and masculinity studies.</p> <p>Students identify the category of 'gender' as an instrument of analysis of various theoretical developments. They use the knowledge they acquire to</p>	<p>Workload:</p> <p>Attendance time: 42 hours Self-study: 258 hours</p>

critically and problem-orientedly assess the theoretical positions of gender studies in an international context.	
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Georg-August-Universität Göttingen Modul M.WIWI-HGM.0007: (English title) Global Varieties of Capitalism	6C 2 WLH
Learning outcome, core skills: Students will be able to compare and critically analyse different economic systems within their respective historical contexts and to evaluate their comparative advantages.	Workload: Attendance: 28 hours Self-study: 152 hours

Georg-August-Universität Göttingen Modul M.IntTheol.15: Professional Perspectives in Intercultural Theology	8C 3 SWS
Learning goals/Competences This module aims to reflect on the intercultural-theological learning path and the students' own development during their studies and to focus on their own biographical-professional career orientation. Students acquire knowledge about <ul style="list-style-type: none"> - The professional applicability of the course of study, which serves to focus on their own professional interests, - Cooperation and interaction processes in intercultural teams, - The implementation of their own intercultural-theological knowledge and skills in selected international, intercultural and ecumenical fields of activity, as well as the ability to: <ul style="list-style-type: none"> - Biographical-professional self-reflection and personality development in the course of their intercultural-theological education, - theory-based reflection on intercultural learning processes and work structures (e.g. team behavior, dealing with tolerance for frustration and ambiguity), - Evaluation and assessment of your own learning progress. The acquisition of competences is reflected by seminar parts throughout the course of study and the creation of a portfolio or e-portfolio, which documents the own learning path and study and the acquired key qualifications with regard to further professional orientation.	Workload: Attendance time: 42 hours Self-study: 198 hours

Georg-August-Universität Göttingen Modul M.Eth.322: Mobility and Identity	12 C 4 SWS
<p>Learning objectives/competencies:</p> <p>Graduates of this module:</p> <ol style="list-style-type: none"> 1. Have extended and deepened their knowledge in theoretical and systemic areas of an ethnology of local-global interdependencies and power structures, transnational relations and social diversity; 2. Are able to critically reflect on identification and differentiation, media and digital networking, as well as domination and power, and to apply them to current, problem-oriented questions of ethnology; 3. Are able to develop and apply their knowledge in the field of mobility and identity, having the competence to analytically grasp central concepts of these thematic areas (e.g. relationality, process, practice, network and ontology); 4. Are able to apply theories and approaches from the profile area of social and political interdependencies to the various problems and challenges of selected areas within the Asia-Pacific and/or African region; 5. Have a reflected insight into current research projects and questions of an ethnology of globalization and can identify the latest findings and specific challenges of a theoretical and methodological nature in this regard. 	<p>Workload:</p> <p>Attendance time: 56 hours Self-study: 304 hours</p>

Georg-August-Universität Göttingen Modul M.EP.10e: English Literature(s) in the Global Context	6 C 2 SWS
<p>Learning objectives/competencies</p> <ul style="list-style-type: none"> - Deepening of research-oriented analytical competence in a complex of topics in the field of non-British/English literature (e.g. Caribbean, Canadian, Indian, South African literature) - Networking of knowledge between (canonical) British/English and English-language literature outside the British Isles - Independent analytical and comparative study of core texts of Anglophone literary history and their scientific presentation and processing or Reception, also taking into account intercultural contexts 	<p>Workload:</p> <p>Attendance hours: 28 hours Self-study: 152 hours</p>

Georg-August-Universität Göttingen Universität Kassel/Witzenhausen Modul M.SIA.P16M: Crop Modelling for Risk Management	6 C 4 WLH
<p>Learning outcome, core skills:</p> <p>Gain knowledge of the features of different crop modelling concepts and model families and learn to use the Agricultural Production Systems Simulator (APSIM). Understand the basic principles of production ecology and agrosystems modelling also with regard to diverse region specific management</p>	<p>Workload:</p> <p>Attendance time: 56 h self—study time: 124 h</p>

<p>practises and cultural contexts. Apply crop modelling in intercultural teams to typical agronomic questions related to risk management strategies. Consider and debate local as well as global impact of relevant risk management strategies.</p> <p>Course: Crop modelling for risk management (Lecture, seminar)</p> <p>Contents: Introduction to the major concepts of statistical and process-oriented descriptions of potential, water- and nutrient limited crop growth. Increasingly complex case studies from various countries are used as practical exercises to introduce the use of the process-oriented crop models WOFOST and APSIM. For the exercises, the modelled crops and management practices can be adapted to the cultural background of the participants. The exercises enable the participants to apply the models in the context of various regional and cultural environments, including differing climatic and soil conditions.</p>	<p>4WLH</p>
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<p>Georg-August-Universität Göttingen Modul SK.FS.EN-FWA-C1.1: English for Agribusiness – C1.1</p>	<p>Bsp. 6 C / 2 SWS</p>
<p>Learning objectives/competencies:</p> <p>Acquisition of comprehensive language skills and competences in Business English for Agribusiness up to level C11 of the Common European Framework of Reference or Languages, as well as acquisition of the key competences required in agricultural enterprises and organisations for successful presentation, negotiation and interaction in international teams with special regard to the requirements of international enterprises and organisations or enterprises and organisations in English in international work contexts, such as</p> <ul style="list-style-type: none"> - Ability to participate easily in all conversations, discussions and negotiations in companies in the agricultural sector with a general and business-related content and to understand and interlocutors without difficulty and to respond to their contributions in a differentiated way, or to formulate your own contributions in a complex and linguistically appropriate manner; - Ability to understand more extensive business-related texts and publications on all topics and to write them with confidence, both linguistically and stylistically, using specific language structures and conventions; - Acquisition of specific linguistic and stylistic structures of the English language as well as development of a differentiated economic vocabulary; - Ability to successfully manage and implement projects with international teams and to demonstrate the necessary openness in dealing with team members from other countries and cultures; - Development of operative regional and intercultural knowledge of English-speaking countries in a professional and economic context. <p>Examination requirements:</p>	<p>Workload:</p> <p>Attendance time: 28 h self—study time: 152 h</p>

<p>Proof of linguistic competence in intercultural and agricultural contexts using the various language skills, i.e. proof of the ability to deal both receptively and productively in a way that goes beyond level B2 of the Common European Framework of Reference for Languages with typical oral and written communication situations for employees in agricultural companies in a manner appropriate to the situation and interculturally adequate for the situation, as well as proof of competence in the areas of leadership and project management.</p>	
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<p>Georg-August-Universität Göttingen Modul M.Geg.XX: Landscape Ecology</p>	<p>6 C 4 WLH</p>
<p>Learning outcome / core skills:</p> <p>The students know the components of element, water and energy budgets and fluxes in landscapes, and the most important element cycles. They are familiar with assessing soil properties and soil distribution patterns in landscapes, and with the measurement of microclimatic parameters. The students are able to generate hypotheses on the mutual relationships relief-soils-microclimate, to develop appropriate strategies for testing their hypotheses and to apply them in practice. The students have the competency to work on a research question in small international, culturally diverse teams, in a creative and outcome-oriented way. Thereby, they appreciate diverse cultural backgrounds and different approaches to handle a task. They are able to reflect on these in a constructive way and to jointly develop strategies for solving their research questions.</p> <p>Examination demands:</p> <p>The students prove that they are able to generate hypotheses on the mutual relationships relief-soils-microclimate, to develop appropriate strategies for testing their hypotheses, considering different perspectives, and to apply them in practice. The team prove that they can collaborate in an international team, interpret, document, present, discuss their results, and critically reflect the applied methods and obtained outcomes.</p>	<p>Workload:</p> <p>Attendance time: 56 hours Self-study: 124 hours</p>

<p>Georg-August-Universität Göttingen Module B.Phy.5632: Current topics in turbulence research</p>	<p>4 C 2 WLH</p>
<p>Learning outcome: Based on a selected topic the students shall develop a basic understanding of turbulent flows. Core skills: The goal of this course is to enable the students to present their research in the context of the international state of the art of the field.</p>	<p>Workload:</p> <p>Attendance time:28 h Self-study time: 92 h</p>

Georg-August-Universität Göttingen Modul M.Biodiv.406: Regional vegetation ecology and phytodiversity	6 C / 4 SWS
<p>Learning objectives/competencies:</p> <p>Deepening the knowledge and the application of subject-specific literature on phytodiversity and vegetation at different spatial and temporal levels. The scientific basis of the European Nature Conservation Directive as well as its implementation and aspects of geobotany and the protection of biodiversity of natural areas and habitat types on national and European level are covered. Elaboration, consolidation and presentation of current problems of vegetation ecology and their representation in literature; problem-oriented perception of natural areas and biomes, land use and nature conservation from the perspective of vegetation ecology; conception and reception of scientific papers; lecture competence; insight into the conception, contents and scientific resilience of nature conservation policy instruments and their implementation at national and European level.</p> <p>Examination requirements: Knowledge of phytodiversity and vegetation on different spatial and temporal scales, in-depth knowledge of geobotany; strategies for the protection of habitat types and large natural areas on a national and international scale</p>	<p>Workload:</p> <p>Attendance time:56 h Self-study time: 124 h</p>

Georg-August-Universität Göttingen Modul M.Inf.1304: E-Health	6 C 4 SWS
<p>Learning objectives/competencies:</p> <p>Students are able to describe and evaluate the different communication standards in the health care system. They can describe the development of these standards to date and present future challenges and potentials of standards. Students can describe the significance of standards in current research. Students are able to name the essential legal framework of e-health. They can explain the significance of national and international regulations and laws and give suitable examples. Students can describe the effects of e-health on the traditional organisational form of the German health care system and explain the opportunities and challenges of the digital transformation.</p>	<p>Workload:</p> <p>Attendance time:56 h Self-study time: 124 h</p>