

BUILDING SET

FOR DESIGNING CAREER PREPARATION MODULS IN THE HUMANITIES

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www.talcme.uni-mainz.de

01. ADVISING PORTFOLIO

CLASS TYPE	TIME COMMITMENT	ECTS
a) Individual advising and workshops b) Advising journal	a) 21 hrs b) 9 hrs	1

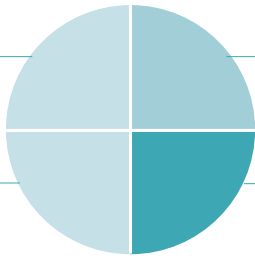
COMPETENCIES

SUBJECT COMPETENCE

Reflection about personal relationship to subject and its contents

SOCIAL COMPETENCE

Communication skills, teamwork skills



METHODOLOGICAL COMPETENCE

relative to the selected workshops (e.g. writing skills, presentation techniques, project management)

SELF-COMPETENCE

Recognition of personal strengths and weaknesses, goal orientation, self-management, motivation, development of personal values, stress and crisis management

CONTENTS

The advising portfolio allows for the accreditation of individual advising. It contains a predetermined number of workshops and advising sessions, which students must attend during the course of their studies. Successful advising is to be verified through stamp and signature by the participating institution. The student should keep the results in an advising journal that can be used later for accreditation.

Structure

Example of accreditation:

3 x 1hr individual subject advising by a teacher (beginning, middle, and end of degree)

2 x 1hr individual career advising, perhaps in a career center (beginning and end of degree)

2 x 8hrs competence-oriented workshops (writing, presenting, time- and project management)

Documentation of advising and workshops in an advising journal

SPECIAL CHALLENGES

For Teachers: Openness, time for individual advising sessions (these should be compensated if possible), high level of advising skills required (may need to finance training), possible need to develop guidelines for subject advising

For Students: Openness, willingness to reflect on study and career choices

Possible Costs: If the university already has a developed advising program and selection of workshops, there will be no additional cost



EXAMPLE

PHILIS - Center for Student Advising and Internationalization,
Johannes Gutenberg-Universität Mainz
www.philis.uni-mainz.de



Teach Transferable Skills

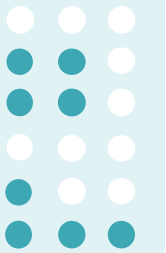
Focus on Language and Communication

Provide Socioeconomic Knowledge

Promote and Reflect on Practical Experiences

Build and Sustain Networks

Provide Individual Advising and Support



2. AUXILIARY MEASURE: TEACHER CONFERENCE



CONTENTS

Teacher conferences are an auxiliary measure to improve teaching quality and indirectly improve student competence. They involve regular retreats, during which teachers can exchange ideas about teaching and advising in academics. The basis for these retreats can be the experiences of the participants, teaching evaluations, or reports about innovative teaching projects, and they can be enriched through presentations by other university teachers, alumni, or career representatives.

The retreats should take place outside of normal academic life, perhaps in a conference centre or during semester breaks. Two half days should be planned in order to allow for successful networking.

SPECIAL CHALLENGES

For Teachers: Time for extensive exchange, openness, willingness to reflect on personal teaching style

For Speakers: Appraisal of various teaching styles in the group, reflection on training goals and requirements for each subject

Possible Costs: accomodation



EXAMPLE

Mentori per i docenti, Mentoring programme for teachers, Università degli Studi di Palermo

<http://bit.ly/2srFkF6>



Peer Coaching, Johannes Gutenberg-Universität Mainz

<http://bit.ly/2pvGMq0>



Teach Transferable Skills

Focus on Language and Communication

Provide Socioeconomic Knowledge

Promote and Reflect on Practical Experiences

Build and Sustain Networks

Provide Individual Advising and Support



03. AUXILIARY MEASURE: MENTORING PROGRAMME

CLASS TYPE

a) Individual advising

Accreditation is difficult due to individualized advising practices. However, the mentoring sessions could be accredited -> as part of an experience portfolio.

COMPETENCIES

SUBJECT COMPETENCE

METHODOLOGICAL COMPETENCE

SOCIAL COMPETENCE

Communication skills

SELF-COMPETENCE

Motivation, goal-orientation, development of individual values



CONTENTS

The mentoring programme is intended to serve as an advising programme between advanced students and career representatives. Students are paired with mentors via a careful matching process using questionnaires, essays, and other similar tools. Ideally, this occurs at a kick-off event in which the possibilities and boundaries of the mentoring relationship are set. During a set mentorship period (we recommend a year), the partners can set their own meeting times. The programme should end with a thank-you event for the mentors and a reflection workshop.

Structure

- Finding mentors, student applications
- Matching process overseen by module heads
- Kick-off event with mentors and mentees
- Individual advising process (usually over the course of a year near the end of a degree) and reflection workshop

SPECIAL CHALLENGES

The biggest challenge is surely finding career representatives willing to act as mentors to students. Strong alumni outreach can be helpful here. It is also a good idea to brainstorm ways to make the mentorship attractive to mentors and their firms or institutions.

For Mentors: Openness to academic society

For Teachers: Finding mentors, matching them well with students, planning and executing a kick-off event and the reflection workshops

For Students: Understanding role as mentee (boundaries of a professional relationship)

Possible Costs: organizing and holding a kick-off event



EXAMPLE

æct tu: Mentoring in Theater Studies
<http://bit.ly/2oTz8ap>



Teach Transferable Skills

Focus on Language and Communication

Provide Socioeconomic Knowledge

Promote and Reflect on Practical Experiences

Build and Sustain Networks

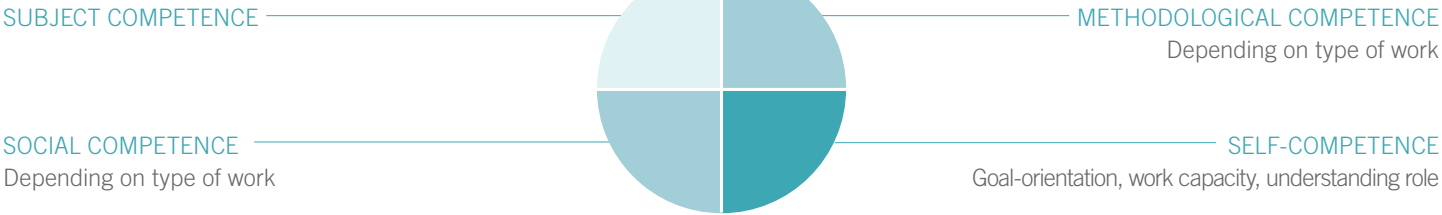
Provide Individual Advising and Support



04. EXPERIENCE PORTFOLIO

CLASS TYPE	TIME COMMITMENT	ECTS
a) Practical Experience b) Experience journal	a) 150 h b) 30 h	6

COMPETENCIES



CONTENTS

An experience portfolio makes it possible to accredit individual work experiences. It includes a required amount of internship time and volunteer work (potentially itemized based on experience and field) which students must complete during the course of their studies.

This work should be verified through stamp and signature by the participating institution. Students should keep a log of their practical experience in a journal, which will be submitted at the end for accreditation.

SPECIAL CHALLENGES

For Teachers: Clear definitions and explanations of what can be counted for credit in the portfolio, extensive feedback on the journal

For Students: Independent organization of internships and volunteer work

Possible Costs: none



Teach Transferable Skills	●	●	●
Focus on Language and Communication	●	●	●
Provide Socioeconomic Knowledge	●	●	●
Promote and Reflect on Practical Experiences	●	●	●
Build and Sustain Networks	●	●	●
Provide Individual Advising and Support	●	●	●

05. CAREER ADVISING: STEPS TOWARDS A CAREER

CLASS TYPE	TIME COMMITMENT	ECTS
a) Seminar b) Presentation	a) 30 hrs b) 30 hrs	2

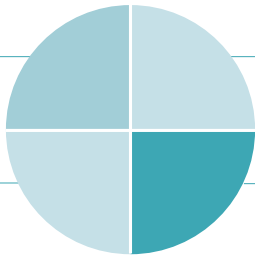
COMPETENCIES

SUBJECT COMEPTENCE

Inventory of subject knowledge gained, clarificationof subject-related competencies

SOCIAL COMPETENCE

Communication skills, criticism skills



METHODOLOGICAL COMPETENCE

Conceptual and strategic thinking, presentation techniques

SELF-COMPETENCE

Goal-orientation, recognition of personal strengths and weaknesses

CONTENTS

The purpose of career advising is to help students make the transition from university life to career. It should take place towards the end of a degree programme. Students should reflect initially on the knowledge and competence they have gained during their studies and advise each other on their career options insofar as they are able. In the project phase that follows, students should research those career options and present them to the group. The seminar ends with the first concrete steps towards a job, as each student writes an application.

Structure

Introductory Phase:	Reflection on knowledge and skills gained during studies; creation of individual competence profile
Project Phase:	Student investigation of suitable career fields (research, interviews, active observation); presentations to the group
Final Phase:	Writing an application

SPECIAL CHALLENGES

For Teachers: Readiness to change perspective (realities of job market and working life)

For Students: Readiness to reflect on personal strengths and weaknesses

Possible Costs: none



Teach Transferable Skills	●	●	○
Focus on Language and Communication	●	○	○
Provide Socioeconomic Knowledge	●	●	○
Promote and Reflect on Practical Experiences	●	○	○
Build and Sustain Networks	●	●	●
Provide Individual Advising and Support	●	○	○

06. INTERNSHIP

CLASS TYPE	TIME COMMITMENT	ECTS
a) Internship b) Reflection Workshop	a) 140 hrs b) 10 hrs	5

COMPETENCIES

SUBJECT COMPETENCE

METHODOLOGICAL COMPETENCE

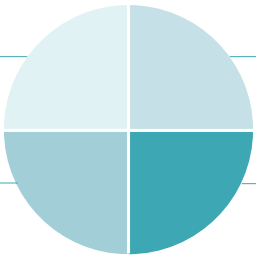
Depending on internship

SOCIAL COMPETENCE

Communication skills, understanding the structure of an organization, role flexibility

SELF-COMPETENCE

Goal-orientation, endurance, work capacity, understanding role



CONTENTS

The classical internship in a subject-related field allows a student to gain practical experience, reflect upon career options, and ideally to build a network for later working life. The internship should take place in the second half of a bachelor degree, when a student has a solid understanding of their subject and the university. We consider later reflection on these experiences at the university to be essential, so that they do not remain unconnected to the degree.

Structure

Beginning of Semester:	Workshop to gauge interest, student applications
Semester Break:	Three- to four-week internship
Before the Following Semester:	Reflection Workshop

SPECIAL CHALLENGES

For Teachers: Leading a reflection activity

For Students: Independent organization of a suitable internship placement

Possible Costs: none



Teach Transferable Skills	●	●	●
Focus on Language and Communication	●	●	●
Provide Socioeconomic Knowledge	●	●	●
Promote and Reflect on Practical Experiences	●	●	●
Build and Sustain Networks	●	●	●
Provide Individual Advising and Support	●	●	●

07. CAREER-FIELD ORIENTATION WORKSHOP

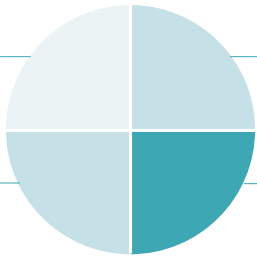
CLASS TYPE	TIME COMMITMENT	ECTS
Seminar	60 hrs	2

COMPETENCIES

SUBJECT COMPETENCE

SOCIAL COMPETENCE

Dependent on any exercises completed



METHODOLOGICAL COMPETENCE

Dependent on any exercises completed; for presenters: presentation skills

SELF-COMPETENCE

Goal-orientation, understanding role, developing personal values

CONTENTS

The purpose of this course is to provide students with a broad look at relevant career fields. In order to achieve this, career representatives should be invited to talk about their day-to-day working life and simulate smaller tasks typical to their jobs. These visits should be preceded by student presentations on each field. Afterwards, the students should have the opportunity to reflect on the relationship between the talks and their own goals.

Structure

Introductory Phase:	Creation of an interest profile to narrow career options
Main Phase:	Presentation of various career fields through representatives of those fields, introduced by student presentations
Closing Phase:	Individual reflection

SPECIAL CHALLENGES

For Teachers: Finding willing career representatives (strong alumni outreach may be useful here)

For Students: Readiness to reflect

Possible Costs: paying career representatives



EXAMPLE

Arbeitsseminar „Deutsch Kennen: Aussichten und Möglichkeiten“, Seminar about knowing German, outlook and possibilities, Universiteit van Amsterdam



<http://bit.ly/2p1AxXn>

Teach Transferable Skills	●	●	●
Focus on Language and Communication	●	●	●
Provide Socioeconomic Knowledge	●	●	●
Promote and Reflect on Practical Experiences	●	●	●
Build and Sustain Networks	●	●	●
Provide Individual Advising and Support	●	●	●

08. WRITING FOR PUBLICATION: PRACTICAL PROJECT ON JOURNALISTIC WRITING

CLASS TYPE	TIME COMMITMENT	ECTS
a) accompanying seminar b) project	a) 30 hrs b) 60 hrs	3

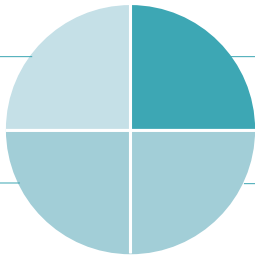
COMPETENCIES

SUBJECT COMPETENCE

Depending on project

SOCIAL COMPETENCE

Communication skills, teamwork skills, criticism skills



METHODOLOGICAL COMPETENCE

Independent work, conceptual and strategic thinking, organizational skills, writing skills, computer skills

SELF-COMPETENCE

Motivation, curiosity, development of personal values

CONTENTS

In this seminar, students complete a text-based journalism project. This project can be based around the subject of study, focus on current events, or accompany an existing cultural project. We recommend shaping the general project in advance and deciding on a medium (blog, print, etc)

Structure

Introductory Phase:	Presentation of project outline (topic, medium)
Development Phase:	Research, brainstorming, final plan
Working Phase:	Writing text, editing and compiling submissions, publication
Reflection Phase:	Reactions and feedback

SPECIAL CHALLENGES

We recommend hiring externally and finding an expert from the field of media and public relations. As with all practical projects, we recommend communicating early with the students about who will make which decisions and when (e.g. which contributions can be published).

For Teachers: Knowledge and experience in the field of journalistic writing; reflection and communication regarding role; project management skills may come in handy

For Students: Commitment to project, criticism skills

Possible Costs: hiring a teacher
printing



EXAMPLE

Literary writing and publishing with excursion to Literature Festival Rauris 2017, Paris-Lodron-Universität Salzburg

<http://bit.ly/2prtevy>



Teach Transferable Skills	● ● ●
Focus on Language and Communication	● ● ●
Provide Socioeconomic Knowledge	● ● ●
Promote and Reflect on Practical Experiences	● ● ●
Build and Sustain Networks	● ● ●
Provide Individual Advising and Support	● ● ●

09. WRITING FOR PUBLICATION: SEMINAR FOR JOURNALISTIC WRITING

CLASS TYPE	TIME COMMITMENT	ECTS
Seminar	60 hrs	2

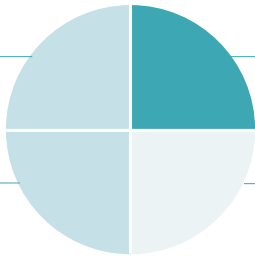
COMPETENCIES

SUBJECT COMPETENCE

Style analysis, recognition of genre norms

SOCIAL COMPETENCE

Criticism skills



METHODOLOGICAL COMPETENCE

Writing skills

SELF-COMPETENCE

BESCHREIBUNG

In this seminar, students will become familiar with the major forms of journalistic writing. They will learn to write for a specific audience and to utilize various genres. Theoretical analysis should be mixed with practical exercises. These should always be followed by extensive feedback from the group and from the teacher.

Structure

Introductory Phase: Classifying academic and journalistic writing

Main Phase: Analysis and exercises relating to major journalistic forms: statements;reports; commentaries; interviews; criticism of film, theater, and literature; blog posts; press releases

Final Phase: Reflection on new competencies and their uses

SPECIAL CHALLENGES

We strongly recommend hiring externally to find an expert in the field of journalism or public relations.

For Teachers: Large amount of paper correction necessary

For Students: Criticism skills, willingness to work on personal writing style

Possible Costs: We recommend hiring externally to find expert in the field of journalism or public relations



Teach Transferable Skills	●	●	●
Focus on Language and Communication	●	●	●
Provide Socioeconomic Knowledge	●	●	●
Promote and Reflect on Practical Experiences	●	●	●
Build and Sustain Networks	●	●	●
Provide Individual Advising and Support	●	●	●

10. SEMINAR: COMMUNICATION SKILLS

CLASS TYPE	TIME COMMITMENT	ECTS
Seminar	60 hrs	2

COMPETENCIES



CONTENTS

This seminar develops students’ existing English skills for use in the business world. In the first half of the seminar, students develop their skills through language exercises and analysis of texts and situations. In the second half of the seminar, students present in English about their reflections on personal job experiences (internship, part-time job, volunteer work). At the end of the seminar, students complete a fictional application for a future job.

Structure

Introductory Phase:	Practical language exercises on email and telephone communication, presentations, reports, applications, and interviews.
Project Phase:	Student presentations on practical experiences
Reflection Phase:	Application simulation

SPECIAL CHALLENGES

For Teachers: Advanced English, familiarity with the business world

For Students: Readiness to present and reflect on personal job experiences

Possible Costs: Hiring a teacher



EXAMPLE

The Center for Academic English, Stockholms universitet

<http://bit.ly/2qzLh0o>

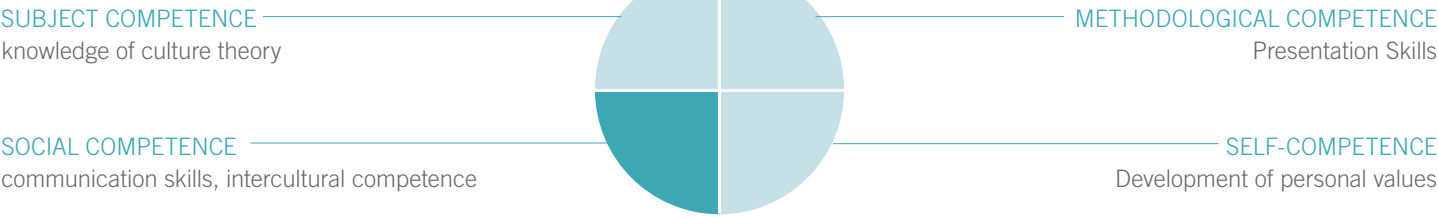


Teach Transferable Skills	●	●	○
Focus on Language and Communication	●	●	●
Provide Socioeconomic Knowledge	●	●	○
Promote and Reflect on Practical Experiences	●	●	○
Build and Sustain Networks	●	○	○
Provide Individual Advising and Support	○	○	○

11. INTERCULTURALITY

CLASS TYPE	TIME COMMITMENT	ECTS
a) seminar b) project	a) 60 hrs b) 30 hrs	3

COMPETENCIES



CONTENTS

The purpose of this seminar is to raise student awareness of intercultural processes and develop intercultural competence. To this end, a short theoretical introductory phase is followed by a phase of intercultural experience, in which students spend some time working with refugees, participating in a buddy programme, or contributing to an intercultural association. These experiences should then be presented by the students in the seminar. The seminar ends with extensive reflection.

Structure

Introductory Phase:	Theories of interculturality
Main Phase:	Intercultural experience, presentations
Final Phase:	Reflection

SPECIAL CHALLENGES

For Teachers: Knowledge related to intercultural competence

For Students: Independent search for volunteer work, readiness for self-reflection

Possible Costs: Hiring a teacher



Teach Transferable Skills	●	○	○
Focus on Language and Communication	●	●	●
Provide Socioeconomic Knowledge	○	○	○
Promote and Reflect on Practical Experiences	●	●	●
Build and Sustain Networks	●	●	○
Provide Individual Advising and Support	○	○	○

12. SEMINAR: THEORY AND PRACTICE OF SUCCESSFUL COMMUNICATION

CLASS TYPE	TIME COMMITMENT	ECTS
Seminar	60 hrs	2

COMPETENCIES



CONTENTS

The seminar combines theoretical discussion of communication models with empirical analysis and practical exercises on successful communication. The goal is to make students aware of the complexity of communication processes as part of communicative and intercultural competence.

Structure

- Theory Phase: What is communication? Linguistic, sociological, (inter)cultural and psychological approaches
- Analysis Phase: Interdisciplinary analysis of communicative situations (student presentations)
- Practical Phase: Models of successful communications, practical exercises on conversation (active listening, structured feedback, etc.)
- Final Phase: Reflection

SPECIAL CHALLENGES

For Teachers: Knowledge of conversation analysis, including sociological and psychological aspects

For Students: Readiness to reflect on personal communication style

Possible Costs: Hiring a teacher



Teach Transferable Skills	●	●	●
Focus on Language and Communication	●	●	●
Provide Socioeconomic Knowledge	○	○	○
Promote and Reflect on Practical Experiences	●	●	○
Build and Sustain Networks	●	○	○
Provide Individual Advising and Support	○	○	○

13. SEMINAR: CREATIVE WRITING

CLASS TYPE	TIME COMMITMENT	ECTS
Seminar	60 hrs	2

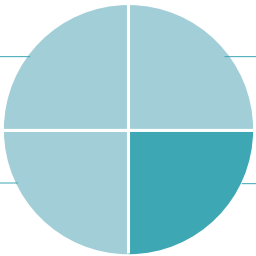
COMPETENCIES

SUBJECT COMPETENCE

Deeper understanding of text structures in personal writing, literary and historical knowledge regarding the imitation of style and genre forms.

SOCIAL COMPETENCE

Criticism skills, communication skills



METHODOLOGICAL COMPETENCE

General writing skills, presentation skills

SELF-COMPETENCE

Self-confidence, recognition of personal strengths and weaknesses

CONTENTS

Students are introduced to creative writing through the use of established styles and genre forms. We recommend working with well-known literary works as examples, whose individual aspects students can imitate (pastiche, form) or change (perspective, register, etc.) These new texts should be read aloud. The task of the listeners is simply to give their subjective impressions; these texts should not be graded.

In the second phase, students may spend time creating a longer text of their choice, which will be critically examined by listeners and may go through several revision phases.

In the final phase, the students can plan a reading in which they present their own texts.

Structure

1st third of Seminar	Teaching principles of creative writing through simple exercises using sample texts
2nd third of Seminar	Intensive work on a project (including feedback and revision)
3rd third of Seminar	Planning and holding a reading

SPECIAL CHALLENGES

Creative work requires safe spaces. We recommend establishing rules for interaction both between participants and with the texts resulting from the seminar. In the field of creative writing, the experience levels of the group may be very diverse. Give students time to get to know one another.

For Teachers: Good moderation abilities

For Students: Openness, criticism skills, valuation of the various abilities in the group, readiness for self-reflection

Possible Costs: Hiring a teacher

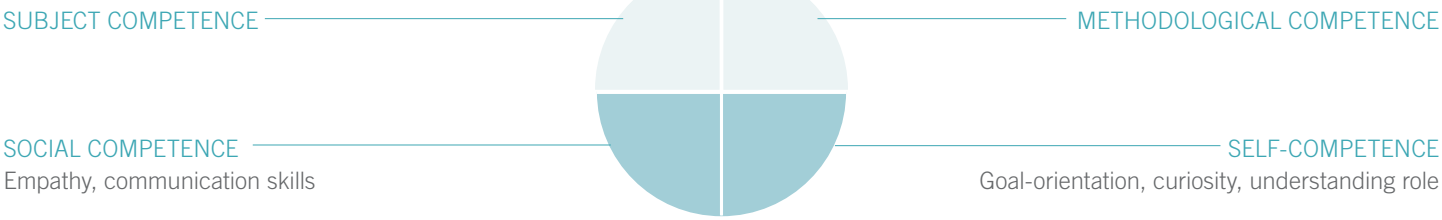


Teach Transferable Skills	●	●	●
Focus on Language and Communication	●	●	●
Provide Socioeconomic Knowledge	●	●	●
Promote and Reflect on Practical Experiences	●	●	●
Build and Sustain Networks	●	●	●
Provide Individual Advising and Support	●	●	●

14. JOB SHADOWING

CLASS TYPE	TIME COMMIMENT	ECTS
a) Internship b) Reflection Workshop	a) 80 hrs b) 10 hrs	3

COMPETENCIES



CONTENTS

Job shadowing is a particular type of internship in which a student accompanies a career representative over a short period as they perform their job. Job shadowing is less about building competence and more about orienting oneself in a possible career field.

Structure

- Preparation: Matching mentors with students, potentially through use of student essays that are presented to career representatives
- Main Phase: Two-week intensive internship
- Post-Processing: Reflection workshop for everyone involved in the project (including career representatives if possible)

SPECIAL CHALLENGES

The largest challenge will be in finding career representatives willing to oversee a student so intensively. Strong alumni outreach may be helpful here. It is also a good idea to brainstorm ways to make the mentorship attractive to mentors and their firms or institutions.

For Teachers: Finding willing career representatives, leading a reflection session

For Students: Understanding role as listeners and shadowers

Possible Costs: none



EXAMPLE

ACREDITA-TE Job Shadowing-Programm,
Universidade do Porto

<http://bit.ly/2p1D09i>



Teach Transferable Skills	●	●	●
Focus on Language and Communication	●	●	●
Provide Socioeconomic Knowledge	●	●	●
Promote and Reflect on Practical Experiences	●	●	●
Build and Sustain Networks	●	●	●
Provide Individual Advising and Support	●	●	●

15. LECTURE ON SOCIOECONOMICS

CLASS TYPE	TIME COMMITMENT	ECTS
a) Lecture b) Final Exam c) Written interdisciplinary reflection	a) 21 hrs b) 21 hrs c) 18 hrs	2

COMPETENCIES

SUBJECT COMPETENCE

Socioeconomic knowledge, interdisciplinary reflection on own subject as well as others

METHODOLOGICAL COMPETENCE

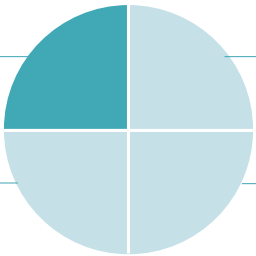
Critical thinking

SOCIAL COMPETENCE

Readiness for interdisciplinary dialogue

SELF-COMPETENCE

Motivation, development of personal values



CONTENTS

This lecture on socioeconomics should give students a theoretical glimpse at (business) economic and/or legal thought processes. The course should pull from the offerings of other disciplines at the host institution, and end with an exam. It will be supplemented by a written reflection on its relationship to the students' own subjects.

SPECIAL CHALLENGES

For Programme Directors: Creating and maintaining a system of cooperation with a subject outside of the humanities.

For Students: Openness readiness for interdisciplinary reflection

Possible costs: none



Teach Transferable Skills	●	●	●
Focus on Language and Communication	●	●	●
Provide Socioeconomic Knowledge	●	●	●
Promote and Reflect on Practical Experiences	●	●	●
Build and Sustain Networks	●	●	●
Provide Individual Advising and Support	●	●	●

16. ACADEMICS: EXCURSION

(IN CONJUNCTION WITH A SUBJECT SEMINAR)

CLASS TYPE	TIME COMMITMENT	ECTS
a) project seminar b) excursion	a) 30 hrs b) 60 hrs	3

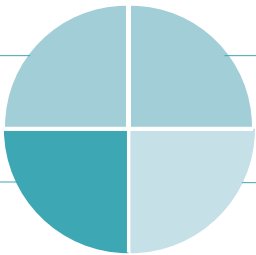
COMPETENCIES

SUBJECT COMPETENCE

Deeper examination of the subject matter and any related fields, stronger identification with the subject

SOCIAL COMPETENCE

Teamwork skills, communication skills, possibly intercultural competence



METHODOLOGICAL COMPETENCE

Independent work, organizational skills, presentation techniques

SELF-COMPETENCE

Motivation, self-management, work capacity

CONTENTS

In this project seminar, students are tasked with organizing an excursion based on the theme of a subject-related course, which should be offered simultaneously. The excursion could, for example, be based on the life of an author, or on the central stages of a specific era. Trips to visit archives or museums are also possible. Students will be responsible for determining the route, booking rooms, and deciding on the content of the trip (lectures, readings, tours). This class can also be held in the form of a tutorial.

Struktur

- | | |
|--------------------|--|
| 1. 1/3 of Seminar | Decide upon adequate topics and places for the seminar |
| 2. 1/3 of Seminar | Book hotels and transportation (bus, train, etc.), determine presentation topics and tours |
| 3rd 1/3 of Seminar | Working on excursion content (talks, tours), managing participants |
| Semester Break: | Excursion takes place |

We recommend deciding on the excursion date(s) in advance of course registration and communicating these to participants.

SPECIAL CHALLENGES

For Teachers: Answering legal questions

For Students: Responsibility (for financial planning as well)

Possible costs: If students pay for the excursion themselves, the planning phase should take individual participants' budgets into account.



Teach Transferable Skills	●	●	○
Focus on Language and Communication	●	○	○
Provide Socioeconomic Knowledge	●	●	○
Promote and Reflect on Practical Experiences	●	●	○
Build and Sustain Networks	●	●	○
Provide Individual Advising and Support	○	○	○

17. ACADEMICS: POSTER PRESENTATION

(IN CONJUNCTION WITH A SUBJECT SEMINAR)

CLASS TYPE	TIME COMMITMENT	ECTS
Project Seminar	60 hrs	2

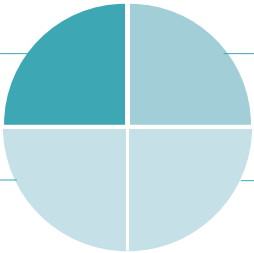
COMPETENCIES

SUBJECT COMPETENCE

Deeper examination of the seminar topic, use of visual processes for subject analysis

SOCIAL COMPETENCE

Criticism skills



METHODOLOGICAL COMPETENCE

Abstract thinking, analytical skills, computer skills

SELF-COMPETENCE

Motivation

CONTENTS

In this project seminar, students present their research results on a poster using the many possibilities of visual design. The seminar takes place in conjunction with a subject-related course and may be led as a tutorial.

Structure

Introductory Phase:	Basics of visual representation using subject-related examples; overview of acceptable types of graphics; introduction to useful software
Main Phase:	Determination of research topics; visual documentation of results and analysis; design and creation of posters; feedback and revision
Final Phase:	Printing, setup, and poster presentation

SPECIAL CHALLENGES

For Teachers or Tutors:

Knowledge of design, computer skills

For Students: Readiness to learn about design software

Possible costs: printing



Teach Transferable Skills	●	●	○
Focus on Language and Communication	●	●	○
Provide Socioeconomic Knowledge	○	○	○
Promote and Reflect on Practical Experiences	●	○	○
Build and Sustain Networks	○	○	○
Provide Individual Advising and Support	●	○	○

18. ACADEMICS: PUBLICATION PROJECT

(IN CONJUNCTION WITH A SUBJECT SEMINAR)

CLASS TYPE	TIME COMMITMENT	ECTS
Project Seminar	150 hrs	5

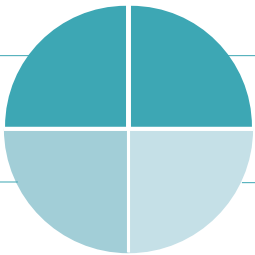
COMPETENCIES

SUBJECT COMPETENCE

Deeper examination of subject content, potential view into practical methods in the field

SOCIAL COMPETENCE

Criticism skills, communication skills



METHODOLOGICAL COMPETENCE

Analytical skills, abstract thinking, writing skills, computer skills, project management

SELF-COMPETENCE

Motivation, self-management

CONTENTS

This project seminar takes place in conjunction with a subject-related course, ideally directly after it. This is because the focus of this seminar is to pick up where testing leaves off: at the idea of feedback. The goal is to make a text ready for publication through multiple revisions. This can take several forms: The students can create a literary translation together, publish an anthology, create a webpage on a particular topic, or write one or several Wikipedia articles.

Structure

Introductory Phase:	Describing an envisioned project and its stylistic parameters (using example texts)
Main Phase:	Planning and writing texts, feedback and revision
Final Phase:	Publication

SPECIAL CHALLENGES

For Teachers: Reflecting on and communicating own role; establishing a feedback culture; more time spent correcting texts

For Students: Criticism skills, willingness to work intensively on own texts

Possible costs: printing



EXAMPLE

Literature and Media (Theory and Practice of Literary Criticism (focus on print media) Paris-Lodron-Universität Salzburg

<http://bit.ly/2qzLsJ6>



Teach Transferable Skills	●	●	●
Focus on Language and Communication	●	●	●
Provide Socioeconomic Knowledge	●	●	●
Promote and Reflect on Practical Experiences	●	●	●
Build and Sustain Networks	●	●	●
Provide Individual Advising and Support	●	●	●

19. ACADEMICS: STUDENT SYMPOSIUM

(IN CONJUNCTION WITH A SUBJECT SEMINAR)

CLASS TYPE	TIME COMMITMENT	ECTS
Tutorial accompanying a subject seminar	90 hrs	3

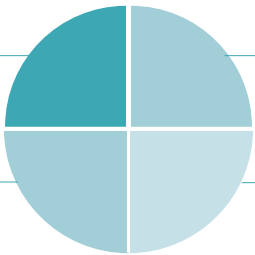
COMPETENCIES

SUBJECT COMPETENCE

Deeper examination of subject content, deeper view into communicative practice in the field

SOCIAL COMPETENCE

Communication skills, moderation skills



METHODOLOGICAL COMPETENCE

Organizational skills, project management, presentation techniques

SELF-COMPETENCE

Stress and crisis management, motivation

CONTENTS

In this project seminar, which takes place parallel to a subject course, students are tasked with organizing a symposium based on the themes of the parallel course. They are responsible for organizing and developing the symposium content and programme schedule, inviting and housing speakers, advertising the symposium, and making sure it runs smoothly.

Structure

1st third of Seminar	What is a symposium? What possible formats are there? Which one do we prefer? Fundraising possibilities
2nd third of Seminar	Decide on a topic, acquire speakers, design and advertise the symposium
3rd third of Seminar	Organization/Preparation
Semester Break:	Symposium

SPECIAL CHALLENGES

The biggest challenge after finding speakers is surely financing the project. It is therefore a good idea to do some research in advance, since some foundations and universities have funding available for student symposiums.

Possible costs: Travel and payment for visiting academics



EXAMPLE

Promotion of student conferences,
Johannes Gutenberg-Universität Mainz

<http://bit.ly/2qtbX3R>



Teach Transferable Skills	● ○ ○
Focus on Language and Communication	● ● ●
Provide Socioeconomic Knowledge	● ○ ○
Promote and Reflect on Practical Experiences	● ● ○
Build and Sustain Networks	● ● ●
Provide Individual Advising and Support	○ ○ ○

20. CULTURAL PROJECT: EXHIBITION

CLASS TYPE	TIME COMMITMENT	ECTS
Project Seminar	180 hrs	6

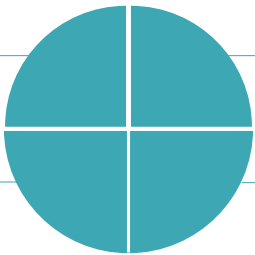
COMPETENCIES

SUBJECT COMPETENCE

Deeper understanding of subject content through creative examination, communicating academic research to a wider audience

SOCIAL COMPETENCE

Teamwork skills, conflict management, criticism skills, understanding of organizational structures



METHODOLOGICAL COMPETENCE

(Depending on project team) creative thinking, independent work, problem-solving skills, organizational skills, writing skills

SELF-COMPETENCE

Motivation, stress and crisis management, role competence, flexibility

CONTENTS

Students are tasked with creating an exhibition for a wider audience on a subject-relevant topic. After a short introductory phase, they will need to divide into teams (project management, research, programme booklet and texts, advertisement and publicity, design, etc.) We recommend establishing a curating board; the students should know in advance who is making which decisions. For the overall design, it may be a good idea to work with an art class or to hire a teacher for the project.

If possible, a longer project period would be ideal. Then, the first semester could be devoted to research on the topic, and the second to the development and execution of the exhibition. The grades/credit points would be postponed until the end of the project.

Structure

1st third of Seminar Research on the subject material

2nd third of Seminar Concept development

3rd third of Seminar Exhibition

SPECIAL CHALLENGES

This format requires having adequate space, unless this is to be organized by the students themselves. The necessary materials need to be financed somehow.

For Teachers: Consideration of legal and organizational questions, clarity and communication regarding personal role in the project, understanding project management, ideally experience regarding exhibitions, potentially building networks to external experts, flexibility, large time commitment

For Students: High readiness for active work, flexibility

Possible costs: Material costs
Services (photography, graphic design)
Payment for visiting experts



EXAMPLE

Das Lyriklabor. Eine performative Ausstellung von Studierenden. Performative student exhibitions.
www.lyriklabor.de



Teach Transferable Skills	●	●	○
Focus on Language and Communication	●	●	○
Provide Socioeconomic Knowledge	●	●	○
Promote and Reflect on Practical Experiences	●	●	●
Build and Sustain Networks	●	●	●
Provide Individual Advising and Support	●	○	○

21. CULTURAL PROJECT: LECTURE PERFORMANCE

(IN CONJUNCTION WITH A SUBJECT SEMINAR)

CLASS TYPE	TIME COMMITMENT	ECTS
Project Seminar	120 hrs	4

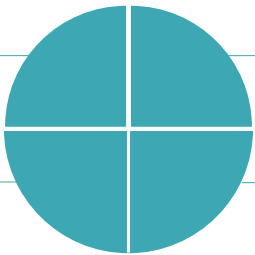
COMPETENCIES

SUBJECT COMPETENCE

Deeper understanding of subject content

SOCIAL COMPETENCE

Communication skills, teamwork skills, criticism skills, conflict management, cooperation



METHODOLOGICAL COMPETENCE

(depending on role) abstract thinking, analytical skills, writing skills, organizational skills

SELF-COMPETENCE

Motivation, stress and crisis management, flexibility, understanding role (level of assertiveness)

CONTENTS

This project seminar, which takes place parallel to a subject seminar, tasks students with creating a lecture performance inspired by the subject material. A lecture performance presents complex artistic or scientific material to a wider audience, and includes the learning processes of researchers and students in its depiction. The seminar participants are to be divided into teams that work closely with one another.

Structure

1st half of Seminar
Organization, deciding parameters, dividing into groups
2nd half of Seminar

Conception (script, advertising, programme booklet), realization, post-processing (reflection on gained competence)

SPECIAL CHALLENGES

Decide in advance who has which tasks and who can make which decisions. It may be a good idea to hire an expert in the field of theatre/performance.

- For Teachers:** Consideration of legal and organization questions
- For Students:** Understanding organizational structures, understanding role, time flexibility
- Possible costs:** Hiring a teacher, renting a space, renting equipment to use as part of the exhibition and for documentation, printing and material costs



EXAMPLE

Intensive Study Programme „Liebe und Tod. Vom Wandel menschlicher Grunderfahrungen“, Projekt Talc_me

<http://bit.ly/2pvM5G4>



Teach Transferable Skills	●	●	●
Focus on Language and Communication	●	●	●
Provide Socioeconomic Knowledge	●	○	○
Promote and Reflect on Practical Experiences	●	●	○
Build and Sustain Networks	●	●	○
Provide Individual Advising and Support	○	○	○

22. CULTURAL PROJECT: SCRAPBOOK

(IN CONJUNCTION WITH A SUBJECT SEMINAR)

CLASS TYPE	TIME COMMITMENT	ECTS
Project Seminar	90 hrs	3

COMPETENCIES

SUBJECT COMPETENCE

Deeper examination of subject content

METHODOLOGICAL COMPETENCE

Analytical skills

SOCIAL COMPETENCE

communication skills, criticism skills

SELF-COMPETENCE

Goal orientation, motivation, self-management



CONTENTS

In this project seminar, which takes place parallel to a subject seminar, students are tasked with creating a contribution to a scrapbook that is inspired by the subject material. A scrapbook has an open form, and allows for a very personal handling of the subject material. Students can use any media familiar to them (academic and creative writing, typography, photography, drawing...) in order to depict their own interpretations, questions, and viewpoints. Ideally, at the end of the course, reproductions of all the contributions should be compiled into a brochure.

Structure

1st half of Seminar

Explanation of project rubric (scrapbook medium, decision-making structures and design formats); brainstorming and presentation to the group

2nd half of Seminar

Open studio (exchange of ideas, feedback, corrections); final presentations of projects, potentially to an audience

SPECIAL CHALLENGES

The role of the teacher in the artistic process should be explicitly communicated in advance. It may be a good idea to hire an expert in the field of art, design, or media.

For Teachers: Readiness for overseeing creative work, motivational skills, clarity and communication regarding own role in

For Students: Readiness to work creatively, criticism skills

Possible costs: Hiring a teacher

Printing equipment

Production costs



EXAMPLE

Intensive Study Programme

„Wahrnehmung des Fremden - Konstruktion des Anderen. Chanson de Roland, Rolandslied und Willehalm“,
Projekt Talc_me

<http://bit.ly/2qA8f7D>



Teach Transferable Skills



Focus on Language and Communication



Provide Socioeconomic Knowledge



Promote and Reflect on Practical Experiences



Build and Sustain Networks



Provide Individual Advising and Support



23. SIMULATION STARTUP

CLASS TYPE	TIME COMMITMENT	ECTS
Seminar	90 hrs	3

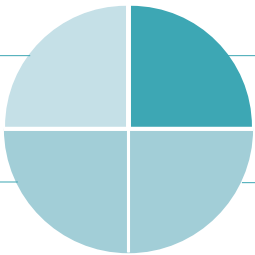
COMPETENCIES

SUBJECT COMPETENCE

Reflection on knowledge and competencies gained during study

SOCIAL COMPETENCE

Criticism skills, teamwork skills



METHODOLOGICAL COMPETENCE

Creative thinking, problem-solving skills, presentation skills

SELF-COMPETENCE

Goal orientation, curiosity

CONTENTS

After a short discussion of entrepreneurship, the students should be divided in to small teams of 2-3 people. Led by the seminar teacher, the students will develop ideas for a business model that uses the particular skills they have developed in the course of their studies. Then, they will execute the various phases of founding a business in a concrete simulation, such as designing a corporate logo, researching costs and determining a profit margin, creating a business plan, advertising (web page, social media, etc.). Finally, they will present their developed business model. It may be a good idea to invite several (young) entrepreneurs to speak to the class.

Structure

- 1st third of Seminar Input and conceptual development
- 2nd third of Seminar Design based on concepts
- 3rd third of Seminar Presentation (including preparation)

SPECIAL CHALLENGES

Aufgrund der besonderen Fachkenntnisse, die für die Durchführ-
Because of the special knowledge and skills required to lead this
simulation, we recommend hiring someone externally for the job.

Possible costs: Hiring an external expert



EXAMPLE

Contamination Lab, interdisziplinäre Workshops
zu Projekt- und Unternehmensgestaltung,
Università degli Studi di Urbino Carlo Bo

<http://contaminationlab.uniurb.it/>



Teach Transferable Skills	●	●	●
Focus on Language and Communication	●	●	●
Provide Socioeconomic Knowledge	●	●	●
Promote and Reflect on Practical Experiences	●	●	●
Build and Sustain Networks	●	●	●
Provide Individual Advising and Support	●	●	●

24. SERVICE LEARNING

CLASS TYPE	TIME COMMITMENT	ECTS
a) accompanying seminar b) project	a) 30 hrs b) 60 hrs	3

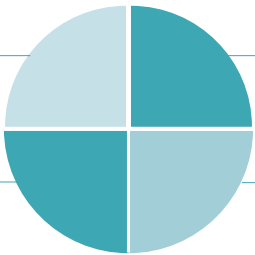
COMPETENCIES

SUBJECT COMPETENCE

Reflection on knowledge and competencies gained during study

SOCIAL COMPETENCE

Teamwork skills, criticism skills



METHODOLOGICAL COMPETENCE

Conceptual and strategic thinking, organizational skills

SELF-COMPETENCE

Goal orientation, motivation, self-management

CONTENTS

In the first phase, the students reflect on what they have learned at university and in their own subject(s), and how they can use these skills to benefit society. In the following project phase, students organize a concretely executable volunteer project. The seminar ends with extensive reflection on the process and results.

Structure

Weeks 1 - 4	Reflection, conceptual development, preparation
Weeks 5 - 13	Project execution
Week 14	Final reflections

SPECIAL CHALLENGES

For Teachers: Consideration of legal and organizational questions; clarity and communication regarding own role in project; potentially the building of networks to external experts; experience with project management; flexibility

For Students: High readiness for active work, flexibility

Possible costs: publicity



Teach Transferable Skills	●	●	○
Focus on Language and Communication	●	○	○
Provide Socioeconomic Knowledge	●	●	○
Promote and Reflect on Practical Experiences	●	●	●
Build and Sustain Networks	●	●	●
Provide Individual Advising and Support	●	○	○