



# 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)

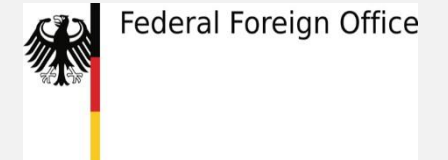
### Project partners

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



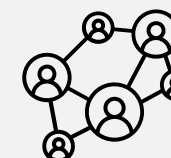
# The Project

## 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)



# The Project

## Basic Course

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





## The Project

### Basic Course

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

## Advanced Course

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

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

"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."



## 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.”

