



Greifswald's Qualitätspakt-Lehre* Project *interStudies_2* will focus on the topic of teaching perspectives at this year's conference and approach the following three key questions:

- Which innovative learning and teaching concepts are available in the 21st Century?
- How can a University network in a rural region ('Third Mission')?
- Is the 'ivory tower of academia' still present in the 21st Century and how much social responsibility is carried by members of teaching staff and students?

**Registration until 15/10/2018 under:
veranst-interstudies@uni-greifswald.de**

Venue:

Aula, Konferenzraum and Konzilsaal
(Domstraße 11, 17489 Greifswald)

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Teaching Perspectives

Teaching at Universities in the 21st Century

Annual Conference 23rd October 2018



Aula

9.00—9:15 a.m. Opening Addresses

Prof. Dr. Steffen Fleßa,
Pro-Rector and Project Manager of *interStudies_2*

Kurt Schanné,
Ministry of Education, Science and Culture
Mecklenburg-Vorpommern

9.15—9.45 a.m. Dr. Isabel Roessler, Centrum für Hochschulentwicklung (Centre for Higher Education — CHE)

'Humans build too many walls and not enough bridges'

In the recent years a term has cheated its way into universities: Third Mission. A third mission, a further task that is expected of universities and their staff members in addition to research and teaching. But, what actually is this Third Mission? What's sure is that higher education changes if it integrates the Third Mission as an important and fixed component of its daily activities.

The Third Mission — alongside other factors — means that the 'ivory tower of academia' can no longer exist as previously and introduces social responsibility to university life. The Third Mission builds the required bridges that link universities to society.

9.45—10.15 a.m. Prof. Dr. Uwe Schneidewind, Wuppertal Institute for Climate, Environment and Energy

*'Transformative education and transformative learning
as building blocks for a Great Transformation'*

The 'Great Transformation' describes the extensive technological, economic and social changes required for achieving sustainable development. How should education and learning processes be arranged to provide people with the necessary skills for finding their way and continuing to act competently during transformation phases?

Answers can be found in the concepts of transformative education and transformative learning.

10.15—10.45 a.m. Discussion

10.45—11.00 a.m. Introduction to Open Space

Konferenzraum and Konzilsaal

11.00 a.m.—12.00 p.m. Open Space I

12.00—1.00 p.m. Lunch with Poster Exhibition

The exhibition displays a selection of teaching and joint projects that focus on digitisation, regional networking and social responsibility.

1.00—2.00 p.m. Open Space II

2.00—3.00 p.m. Open Space III

3.00—3.15 p.m. Coffee Break

3.15—3.45 p.m. Open Space Conclusion Session

Aula

4.00—5.00 p.m. Public Lecture

Dr. Gilia C. Smith,
University of Michigan-Flint, USA

'Diversity and inclusion praxis in higher education'
Teaching critical analytical skills, information literacy, research methodologies, scientific discovery and exploration, and cultivating future generations of faculty all remain central obligations of elite institutions.

But the increasing heterogeneity of U.S. society and the realities of a digitally connected and global economic system have added a new imperative to the list: the responsibility to educate thought and business leaders, teachers, lawyers, scientists and artists to participate effectively in a diverse democracy and within multicultural contexts. The talk will present three established mechanisms for achieving this goal. Dr. Smith will cite specific examples, drawn from her own experiences at Columbia University and the University of Michigan campuses in Ann Arbor and Flint.