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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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.

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.

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.