

A stylized world map in shades of teal and orange is positioned in the background. To the right of the map is a white owl icon with large eyes, enclosed in a speech bubble shape.

European Studies in Global Perspectives

Course Overview

Winter Term 2024/25

Cluster 2: Languages, Cultures, and Education

Mandatory Modules

lan510 – Language 1 and Culture	first EuGI semester	12 ECTS
lan520 – Language 2	second EuGI semester	9 ECTS

Elective Modules

ang612 – Periods and Key Figures in Literary Cultural History	6 ECTS
ang614 – Genres: Cultural, Historical and Theoretical Perspectives	6 ECTS
ang615 – Motives – Themes – Issues (and their Media)	6 ECTS
ang622 – Elective Module	6 ECTS
ang620 – Teaching Literature and Culture	6 ECTS
ang619 – Contexts of Language Teaching and Learning	6 ECTS

Elective Modules

ang931 – Language and Society	6 ECTS
ang951 – Linguistics and Cognition	6 ECTS
ang971 – Culture and Difference	6 ECTS
ang981 – The Canon and the Margins	6 ECTS
ang991 – Media and Markets	6 ECTS
ges970 – Entangled Histories	6 ECTS
ges974 – Theories and Ideas	6 ECTS

lan510 – Language 1 and Culture (first EuGI semester)			
3.02.998	Seminar: Multiple Imaginations: Germany's Pasts and Presents Part 1: Colonialism and Migration (mandatory)	Dr. Sunday Omwenyeke, Dr. Tobias Linnemann	dates, times, and locations: see below ECTS: 3 CP
<p>Dates, times, and locations:</p> <p>Fri., 25 Oct.: 16:00–20:00; A01 0-005 Sat., 26 Oct.: 10:00–19:00; Auswandererhaus Bremerhaven Sun., 27 Oct.: 10:00–19:00; A01 0-005</p> <p>Contents:</p> <p>In this seminar, we will work on different narratives about and representations of what is imagined – in different times and under different (political, social, economic) circumstances – as 'Germany'. We will explore what 'Germany' supposedly is and gain a deeper understanding of it. Inspired by a cultural studies perspective we will look at what and who is represented by whom as 'German(y)', who and what is excluded by the narratives, what the specific circumstances for specific narratives are and which counter-narratives can be found.</p> <p>The aim of the seminar is not to study what is called 'Germany' or 'Europe' but to learn about representation and perspectives of (multiple) self-imaginings, how they are constructed in different narratives and which functions these imaginings serve.</p> <p>The focus of this seminar will be on imaginings that are connected to German and European colonialism and migration in different German eras. In the context of this seminar, we do a joint study trip to the museum Auswandererhaus (German Emigration Center) in Bremerhaven to explore different narratives and representations about Germany's past and present connected to migration. With a selection of texts and short films we will examine issues of power relations, exclusion and inclusion, and their implications.</p>			
###	Exercise: Language Courses (A1.1 - B2.2)*	Language Center	date, time: tba room: tba ECTS: 9 CP
*You will have a German placement test organized by the Sprachenzentrum during the Welcome Week to determine which course level is appropriate.			

lan520 – Language 2 (optional second EuGI semester)

3.02.999	Seminar: Multiple Imaginations: Germany's Pasts and Presents Part 2: National Socialism and German Reunification	Dr. Sunday Omwenyeke, Dr. Tobias Linnemann	dates, times, and locations: see below ECTS: 3 CP
<p>Dates, times, and locations:</p> <p>Fri., 22 Nov.: 16:00–20:00; A01 0-010 b Sat., 30 Nov.: 10:00–19:00; Bunker Valentin Sun., 1 Dec.: 10:00–19:00; A01 0-010 b</p> <p>Contents:</p> <p>The second part of the seminar builds on the main themes of the first seminar on representations, imaginations, narratives and power relations (see announcement for Part 1).</p> <p>The focus this weekend will be on the German culture of remembrance after the Second World War with regard to National Socialism and the so-called German re-unification. We will deal with the question of how the memory of National Socialism in general and voices of Jews and other persecutees and survivors have long been, and still are, warded off and repressed. Further, we will look at how, especially survivors and their descendants have fought for and established spaces of remembrance. With regard to re-unification, the question also arises as to which events/ voices and contents are remembered and which are suppressed and why, in societal discourse. Also of interest is how denial is linked to anti-Semitism and racism and how other/counter narratives can challenge anti-Semitic and racist conditions and relations.</p> <p>Part of this seminar is an excursion to the submarine bunker „Valentin“ in Bremen-Farge, which was built by forced labourers under National Socialism. In addition, we will use selected texts and films to engage in a conversation about remembrance culture and representations in the German context.</p> <p>It is possible to participate in this second part independent of participation in the first part although we recommend you participate in both.</p>			
###	Excercise: Language Courses (A1.2 - B2.2)	Language Center	date, time: tba room: tba ECTS: 9 CP

ang612 – Periods and Key Figures in Literary Cultural History			
3.02.120	Seminar: Margaret Atwood's MaddAddam Trilogy (BA Level)	Priv.-Doz. Dr. Michaela Keck	Tue.: 10:00–12:00 A01 0-009 ECTS: 6 CP
<p>Contents:</p> <p>Given Margaret Atwood's literary acclaim as well as her status as a literary celebrity, her writings have garnered much attention among readers, critics and scholars – including her MaddAddam trilogy (2003-2013). A sizable amount of scholarship has emerged about her issue-rich and aesthetically sophisticated trilogy, addressing such formal questions as the representation of an increasingly diversified narration that shifts from human to posthuman storytelling; human and animal focalization; or the grotesque; but also such present-day concerns as humanity's rampant intervention in and destruction of human and more-than-human lives and nature; the use and abuse of various fields of knowledge (science, technology, culture, and religion); or the human struggle for survival when civilizatory and democratic structures have collapsed. The considerable scholarly attention notwithstanding, this course encourages students to discuss and come up with fresh readings that carefully consider the series' formal, stylistic, and aesthetic strategies (narration; focalization; genre conventions and transgressions; character constellations; central metaphors and imagery; humor/satire) as well as the trilogy's main discourses and issues (ecological crisis; deep ecology; trans- and posthumanism; the neoliberal corporatization of society, politics, and science; digitization and data abuse; storytelling; myth – and more).</p> <p>Please purchase and read all volumes of Atwood's MaddAddam trilogy (there are no preferred editions):</p> <ul style="list-style-type: none"> • Oryx and Crake (2003) • The Year of the Flood (2009) • MaddAddam (2013). <p>Course requirements: Regular attendance to the scheduled sessions; completion of all writing assignments; development of an RPO for term papers; active participation in our class discussions.</p>			

ang612 – Periods and Key Figures in Literary Cultural History			
3.02.121	Seminar: The First World War in British Literature and Culture: A Centennial History (BA Level)	Dr. Christian Lassen	Wed.: 08:00–10:00 A01 0-010 b ECTS: 6 CP

ang614 – Genres: Cultural, Historical and Theoretical Perspectives			
3.02.140	Seminar: All that you change changes you“: African-American Women Writers and the Post-apocalypse (BA Level)	Rebecca Käpernick	Fri.: 08:00–10:00 A01 0-004 ECTS: 6 CP

ang615 – Motifs–Themes–Issues (and their Media)			
3.02.150	Seminar: Celebrities! (BA Level)	Prof. Dr. Martin Butler	Thu.: 08:00–10:00 A01 0-004 ECTS: 6 CP

ang614 – Genres: Cultural, Historical and Theoretical Perspectives

3.02.141	Seminar: Post-Linguistic Turns: Affect, Ecology, and Materiality in Theory (BA Level)	Dr. phil. Julius Greve	dates, times, rooms: see below ECTS: 6 CP
<p>Dates, times, and rooms: Thu., 24 Oct.: 16:00–18:00; A06 0-009 Tue., 04 Feb.: 14:00–20:00; A06 0-001 Wed., 05 Feb.–Thu., 06 Feb.: 10:00–18:00; A06 0-001</p> <p>Contents: What comes after language in literary theory? How to think culture, structure, texture, and subjectivity outside of, or partially independent of syntactic and semantic conceits, regardless of syntagmatic and paradigmatic modes of thought? Put differently: In what sense may critical theory and Continental philosophy address the affective, ecological, and material disposition of culture, structure, textuality, and subjectivity? This seminar inquires into the stakes, means, and ends of contemporary theory after linguistic and cultural constructivism. It thus examines some of the major thematic strands of today’s post-linguistic turns: those of affect, ecology, and materiality. If structuralism and poststructuralism, cultural studies and discourse analysis, and psychoanalysis and deconstruction continued to revolve around the intricacies of meaning-making, modeled after language-based complexities, the late twentieth-century, millennial, and postmillennial trends in theory seem to focus on what may be called the primacy of the somatic – the felt, the lived, the affective, the sincere, the ecological, and, thus, the material. Seemingly, after irony, cynicism, and language games: affect, ecology, and materiality. Therefore, the participants of this seminar will examine how contemporary post-linguistic turns have revised, ridiculed, and dismissed – but also, at times, worshipped, embraced, and returned to – the terms and concepts that were constitutive of literary studies qua cultural studies: race and ethnicity, gender and sexuality, as well as class and sociality. While reading seminal texts by (post)structuralists including Jacques Lacan, Michel Foucault, Jacques Derrida, Gilles Deleuze & Félix Guattari, Julia Kristeva, and Judith Butler the participants will examine in particular the current themes of affect, ecology, and materiality via the writings of Bruno Latour, Karen Barad, Fred Moten, Jack Halberstam, Quentin Meillassoux, Catherine Malabou, Brian Massumi, Steven Shaviro, Jane Bennett, Stacy Alaimo, and others. Students must have purchased and started reading Jonathan Culler’s <i>Literary Theory: A Very Short Introduction</i> by October 24. The majority of the texts to be discussed, however, will be made available digitally, after the introductory session.</p>			

ang622 – Elective Module

3.02.220	Seminar: Screening Europe: Representations of Europe in US-American Film and TV (BA Level)	Lea Brenningmeyer	dates, times, rooms: see below ECTS: 6 CP
<p>Dates, times, rooms:</p> <p>Fri., 29 Nov.: 16:00–18:00; A01 0-010 b Fri., 13 Dec.: 14:00–19:00; A01 0-006 Mon., 10 Feb.: 9:00–14:00; A01 0-010 b Tue., 11 Feb.: 9:00–14:00; A01 0-010 b Wed., 12 Feb.: 9:00–14:00; A01 0-010 b</p> <p>Contents:</p> <p>“I may not know much but I do know that Europeans love Americans.” This is what Peter Parker’s sidekick Ned tells him as they set off on their school trip to Europe in the <i>Spider-Man: Far from Home</i> movie (2019). This is just one example of a common trope in US-American film: the trip to Europe. Some US-American TV series also dedicate special “vacation episodes” to certain cities in Europe (e.g. <i>Friends</i>, <i>Parks and Recreation</i>, or <i>How I Met Your Mother</i>). In each of these cases, a certain notion of Europe, European cities, and Europeans is constructed. These notions often times include stereotypes, myths, and romantic ideas, e.g., sexual freedom, cheap alcohol, and old castles. No matter how different the films and TV series are, each of these representations reproduces but also constructs an idea of Europe, certain parts of Europe, and the people who live there.</p> <p>In the seminar, we will have a look at different representations of Europe in film and TV. With a representation-critical approach and the methodological toolkit of film analysis, global perspectives of Europe or parts of Europe and what it means to be European will be examined and analyzed. Guiding questions will be inter alia:</p> <ul style="list-style-type: none"> • How is Europe represented? • Which filmic devices are employed to construct or support a certain notion of Europe? • What is represented/suggested/identified as (stereo)typical European? • Which voices are heard, which are not? What is made visible and what remains invisible? <p>The course is primarily geared towards international exchange students participating in the „European Studies in Global Perspectives“ program, but it is also open to University of Oldenburg students.</p>			

ang622 – Elective Module			
3.02.221	Seminar: The 2024 election: the Tories' last gasp? (BA Level)	Dr. Richard Stinshoff	Wed.: 16:00–18:00 S 2-206 ECTS: 6 CP

ang622 – Elective Module			
3.02.995	Seminar: Literature, Literary History and Literary Studies (BA Level)	Dr. Anna Auguscik	Fri.: 10:00–12:00 A06 2-212 ECTS: 6 CP
Contents: http://wiki.angl-am.uni-oldenburg.de/index.php/2023-24_MM_Literary_History_and_Literary_Studies			

ang620 – Teaching Literature and Culture			
3.02.201	Seminar: Media Literacy in ELT (BA Level)	Dr. Birte Sause	Mon.: 10:00–12:00 A14 1-113 ECTS: 6 CP

ang620 – Teaching Literature and Culture			
3.02.202	Seminar: Focus on Diversity - Teaching in the heterogeneous EFL classroom (block seminar) (BA Level)	Dr. Jana Oldendörp	dates and times: see below V03 0-D003 ECTS: 6 CP
Dates and times: Fri., 11 Oct.: 09:00–16:00 Sat., 12 Oct.: 09:00–16:00 Fri., 18 Oct.: 09:00–16:00 Sat. 19 Oct.: 09:00–12:00			

ang619 – Contexts of Language Teaching and Learning

3.02.191	Seminar: Dimensions of Diversity (BA Level)	Dr. Sylke Bakker	Mon.: 08:00–10:00 A01 0-010 b ECTS: 6 CP
<p>Contents:</p> <p>Starting out with a definition of diversity and the application of diversity education in different contexts, this class aims at exploring different manifestations of the term both at school and classroom level. Using the PISA results in 2001 as a starting point, national, European and multicultural values will be regarded against the backdrop of educational policies. A postcolonial perspective and the phenomenon of globalisation contribute to a more complex grasp the issues at hand. Looking at the situation in countries such as the UK or the US, home and school languages will be contrasted. A special focus on EAL (English as an additional language) and bilingual upbringing add to the topic of linguistic diversity.</p> <p>As a next step, language diversity in education will be examined as a broader term and then specified as “translanguaging across the bilingual continuum” (Ofelia García). Language policies as a political statement will be an important point of discussion and possibly contention. This will also include the idea (or ideology?) of the native speaker ideal, which will be deconstructed but also regarded as a powerful influence on TESOL discourse and teaching traditions. Finally, the concept of language-sensitive teaching and its impact on the TESOL classroom will be put under scrutiny.</p> <p>Participants are encouraged to contribute more examples of diversity to our discourse in class. Heteronormativity, e.g. as reflected in text books, could be a starting point for a critical discussion of the state of affairs in German schools. How can equality, diversity and inclusion actually be put into practice? What are practical tools for pluralistic approaches in TESOL classes?</p> <p>The idea of an inclusive classroom in Lower Saxony and its curricular manifestations will be amended by examples of other institutions, e.g. the British Council. In this context, different documents, concepts, resources and interviews with practitioners will be studied and critically reflected upon. One particular displacement story will serve as a starting point to ask how literary learning can contribute to a more diverse approach towards TESOL teaching.</p> <p>The course finishes by focusing on the question how differentiation can foster learning in the TESOL classroom. The concept of differentiation will be examined from a variety of angles and examples from teaching materials and textbooks serve as an opportunity to practise one`s analytical skills. Scaffolding is another important term participants need to be familiar with. Relevant references in the field will have to be studied in order to prepare for the final assessment.</p>			

ang619 – Contexts of Language Teaching and Learning			
3.02.192	Seminar: Plurilingualism in the EFL Classroom (BA Level)	Dr. Christian Kramer	Tue.: 08:00–10:00 A01 0-010 b ECTS: 6 CP
<p>Contents:</p> <p>In this seminar we are going to explore the multifaceted role of plurilingual competence understood as the ability to critically reflect and strategically use linguistic and cultural resources and knowledge across languages and its status as a pivotal component for effective intercultural communication and language learning.</p> <p>In doing so we will place a special focus on the unique position of English as a foreign language (EFL) both globally where English serves as a global (multi)lingua franca and within the German educational landscape where it holds a prominent status as the most frequently - and usually first - learned foreign language, making it not just a language of communication but also a gateway to intercultural understanding. Relevant educational policy documents such as the companion volume of the Common European Framework of Reference for Languages (2018/2020), the Framework for Pluralistic Approaches to Languages and Cultures (2009), the KMK standards and the current curricula for Lower Saxony will provide us with a comprehensive framework to understand, describe and assess plurilingualism. Throughout this seminar, we will delve into various aspects of plurilingualism such as: intercomprehension understood as the ability to understand and make use of similarities between languages, mediation where language learners become proficient in interpreting and translating between languages as well as translanguaging, a phenomenon where learners fluidly move between languages to convey meaning illustrating the dynamic nature of plurilingualism. Additionally, we will work with language portraits, a visual representation of an individual's linguistic repertoire, which serves as a powerful tool for self-reflection and understanding one's plurilingual identity. Above all, the seminar aims at providing a practical perspective for educators on how to implement plurilingually sensitive teaching practices into the English language classroom in a feasible way.</p> <p>Key Words: plurilingualism, multilingualism, translanguaging, plurilingual competence, English as a foreign language, English as a multilingua franca, intercomprehension, mediation, foreign language learning/teaching/education</p>			

ang931 – Language and Society

3.02.930	Seminar: Advanced Empirical Methods in English Linguistics (MA Level)	Prof. Dr. Marcel Schlechtweg	Wed.: 08:00–10:00 A01 0-010 a ECTS: 6 CP
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ang951 – Psycholinguistics: Language and the Mind

3.02.950	Seminar: The impact of typological difference on bilingual grammars (MA Level)	Dr. phil. Dobrinka Genevska-Hanke	Thu.: 12:00–14:00 A01 0-010 a ECTS: 6 CP
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ang951 – Psycholinguistics: Language and the Mind

3.02.951	Seminar: Heritage Bilingualism (MA Level)	Dr. phil. Dobrinka Genevska-Hanke	Fri.: 10:00–12:00 A03 4-403 ECTS: 6 CP
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Elective Modules - Cluster 2

ang971 – Culture and Difference			
3.02.970	Seminar: Body and Biology in Queer and Postcolonial Theory (MA Level) (German and English)	Prof. Dr. Julia Wurr, Prof. Dr. Friederike Nastold	Wed.: 18:00–20:00 A08 0-001 ECTS: 6 CP
<p>Contents:</p> <p>Ausgehend von Valie Exports Drehbuch „Der Virtuelle Körper. Vom Prothesenkörper zum postbiologischen Körper“ und Manjula Padmanabhans Theaterstück „Harvest“ steht im Seminar das Spannungsfeld zwischen (Ver)Körper(ungen), Biologie, Natur, Kultur und Technologie im Zentrum. Die Künstlerin Valie Export beschäftigt sich seit jeher in ihrer Arbeit mit dem Körper als Entität – ein Körper, der von technologischen und gesellschaftlichen Paradigmen markiert, bestimmt und verändert wird. Manjula Padmanabhan fokussiert in ihrem Theaterstück wichtige, doch oft in Debatten um Biotechnologie und Transhumanismus unter-reflektierte Ausbeutungsverhältnisse.</p> <p>Anhand der Analyse von ausgewählten literarischen und künstlerischen Positionen wollen wir uns diesem Themenkomplex im Seminar nähern. Schwerpunktthemen sind u.a. virtuelle Körper, (digitale) Reproduktion und NaturKulturen sowie Exploitation, Biotechnologie, Transhumanismus und digitaler Kapitalismus. Das Seminar ist ein Kooperationsprojekt zwischen der Anglistik und der Kunst. Daher ist die Bereitschaft zur deutsch- sowie englischsprachigen Lektüre vorausgesetzt wie auch das Mitwirken an zu Teilen zweisprachigen Diskussionen (dt./engl.). Ziel des Seminars ist es, queertheoretische und postkoloniale Ansätze in ihrem Spannungsfeld zu diskutieren und Gemeinsamkeiten, aber auch ihre Differenzen herauszuarbeiten.</p>			

ang981 – The Canon and the Margins

3.02.981	Seminar: Literary Revisions of the Salem Witch Trials (MA Level)	Priv.-Doz. Dr. Michaela Keck	Tue.: 14:00–16:00 A15 1-113 ECTS: 6 CP
<p>Contents:</p> <p>Since the 2000s, stories about Salem’s witch trials have undergone a remarkable renaissance. In their contemporary re-narrations of often powerful female protagonists, women authors in particular have re-appropriated the figure of the witch in postmodernist contexts. However, revisionist fiction about Salem’s infamous events can be traced back not only to America’s early historiography but also to the historical fiction of nineteenth-century men and women writers. In this course, we will study five examples of revisionist novels about the Salem witchcraft trials by women authors from different centuries and literary periods. We will focus on questions of representation, cultural memory, cultural myths and their revision. How do these novels represent and, thus, produce the her- and history of the trials? What new light do their narrations and artistic choices throw on this infamous chapter of America’s colonial past? What contemporary concerns inform these representations? What are the functions that these revisions ascribe to the figure of the witch? And how does the revisionist storytelling by these women writers comment on American historiography, cultural myth and memory?</p> <p>Please read the following novels:</p> <ul style="list-style-type: none"> - Eliza Buckminster Lee, <i>Delusion; Or The Witch of New England</i> (1840): https://archive.org/details/delusionorwitcho00lee_0/page/n5/mode/2up. - Elizabeth Gaskell, <i>Lois the Witch</i> (1859): https://archive.org/details/lois-witchandoth00gaskgoog/page/n6/mode/2up. - Esther Forbes, <i>A Mirror for Witches</i> (1928): https://archive.org/details/mirrorforwitches0000esth/page/n5/mode/2up. <p>Please purchase and read (no specific edition is required):</p> <ul style="list-style-type: none"> - Maryse Condé, <i>I, Tituba, Black Witch of Salem</i> (1986), transl. by Richard Philcox (1992). - Brunonia Barry, <i>The Lace Reader</i> (2006). <p>Course requirements: Active participation and regular attendance (see syllabus on Stud.IP).</p>			

Elective Modules - Cluster 2

ang981 – The Canon and the Margins			
3.02.980	Seminar: Future Narratives (MA Level)	Prof. Dr. Martin Butler	Tue.: 14:00–16:00 A04 4-414 ECTS: 6 CP

ang991 – Media and Markets			
3.02.990	Seminar: Sozialfiguren: Theorien, Methoden, Fallstudien (MA Level) (German and English)	Prof. Dr. Martin Butler, Dr.phil. Nikolaus Buschmann	Thu.: 14:00–16:00 A01 0-010 a ECTS: 6 CP

ang991 – Media and Markets			
3.02.991	Seminar: Popular Song in New York (MA Level)	Dr. Risto Lenz	Tue.: 10:00–12:00 online ECTS: 6 CP
	In-class meeting: Tue., 11 Feb.: 16:00–20:00; A01 0-010 a Wed., 12 Feb.: 10:00–18:00; A01 0-010 a Thu., 13 Feb.: 10:00–18:00; A01 0-010 a		

ges970 – Entangled Histories

4.02.034	Seminar: Memory Activism and Post-colonial Memory Cultures in Namibia (block seminar)	Louise Adams	dates, times and rooms: see below ECTS: 3 CP
<p>Course Dates: Sat., 9 Nov.: 12:00–19:00; A01 0-008 Fri., 22 Nov.: 12:00–19:00; A06 0-001 Sat., 23 Nov.: 10:00–18:00; A06 0-001</p> <p>Contents: From 1904 to 1908, genocide was committed against the Herero and Nama ethnic groups in the German colony, „German South-West Africa,“ present-day Namibia. The aftermath and trauma of genocide, colonialism, apartheid, land grabbing, and German neocolonial politics towards Namibia continue to shape the present for the affected communities. In this course, we will explore lieux de mémoire and the work of memory activists in Namibia. This includes examining monuments, archival material, historical sites, commemorative events, cultural practices, rituals, oral traditions, and artistic works. We will focus on the struggles of cultural memory and remembrance in postcolonial contexts. A key emphasis will be on the work of memory activists from the affected communities who continue to commemorate and remember the genocide despite ongoing (post-)colonial continuities.</p> <p>Students will have the opportunity to personally meet one such activist, Laidlaw Peringanda, founder of the Swakopmund Genocide Museum and chairman of the Namibian Genocide Association, which organises annual days to tend to and restore the unmarked mass graves in Swakopmund. He will introduce us to his work and give a talk on “Celebration and Denial: Selective Memory Cultures in Swakopmund.”</p>			

ges974 – Theories and Ideas

3.05.484	Seminar: Psychology of Music and Wellbeing	Prof. Dr. Gunter Kreuz	Mon.: 10:00–12:00 A09 0-004 ECTS: 6 CP
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Elective Modules - Cluster 2

ges974 – Theories and Ideas			
1.01.802	Seminar: Instructional Design in Digital Learning	Berrin Cefa	Tue.: 12:00–14:00 V02 0-004 ECTS: 6 CP
	<p>Contents:</p> <ul style="list-style-type: none">• This seminar is on the fundamentals of designing technology-enhanced learning. Our seminar will focus on instructional design models, particularly ADDIE, its elements, and the evaluation of digital media. Our topics will include instructional models, learning management systems, and the functions of digital tools in education and learning.• The seminar is not driven by technological determinism. On the contrary, it is based on an instrumentalist approach. It does not aim at teaching the technology itself, but how to facilitate it with pedagogical considerations.• The seminar will be held in English. However, you can submit your assignments, communicate with your peers and me, and contribute to the discussions in German. I would like to strongly emphasize the need for reading the wide literature published in English, the scientific and academic language in the world. Not to overlook the important publications in German, related references about educational technologies and instructional design will also be suggested.• For any questions, please drop an email to the module leader or Berrin Cefa.		

ges974 – Theories and Ideas			
1.01.803	Seminar: Artificial Intelligence in Education	John Yihao Bai	Wed.: 16:00–18:00 V03 0-E004 ECTS: 6 CP
	<p>Contents:</p> <p>This seminar will cover the basics of artificial intelligence applications in education from a multi-disciplinary perspective.</p> <p>The course will be in English, including the seminar's tasks, interventions, and evaluation.</p>		



Carl von Ossietzky

**Universität
Oldenburg**