

*E*xchange *P*rogramme

for Master- und Doctoral-Students

**in Adult and Continuing
Education
& Lifelong Learning**

Julius-Maximilians-
**UNIVERSITÄT
WÜRZBURG**

**at Julius-Maximilian-University Würzburg
in Germany**

October 2015-February 2016



*Information for Incoming-Students
Scholarships up to 800 € per month
plus travel available!*

Updates available under:

http://www.erwachsenenbildung.uni-wuerzburg.de/studium/exchange_programme/



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1 About the Programme

The exchange programme for master's and doctoral students in adult and continuing education & lifelong learning is dedicated to bringing together students and scholars from around the world in Würzburg, Germany. They will study and teach together with the colleagues and students from the Institute for Education at Julius-Maximilian-University Würzburg.

Students

The University of Würzburg has applied for diverse scholarships for to help fund students studying in Germany (see scholarships and registration). The programme intends to bring together master's and doctoral students especially from Australia, Canada, India, Serbia and South Korea, for one semester in Würzburg. Furthermore, the programme is provided for the inner-European ERASMUS exchange. This means that we expect students for Europe, too. It is also possible to register as free-mover students.

We expect 10-15 international students. This means the programme is likely to feature intensive exchanges and close interactions with students from Würzburg and other German universities.



1 About the Programme

Professors

Besides the teaching staff at the Professorship of Adult and Continuing Education, we invited several international scholars to teach in Würzburg:

- We have applied for a DAAD grant for Ass-Prof Rabab Tamish from the University of Bethlehem in Palestine. This scholarship will allow her to stay in Würzburg during the whole semester.
- Furthermore, we invited scholars from our partner universities to stay for two weeks of teaching mobility: Prof Rajesh from the University of Delhi (India), Dr Hongxia Shan from the University of British Columbia (Canada), and Prof Aleksandra Pejatovic from the University of Belgrad (Serbia).
- Thanks to a cooperation of DVV International and the University of Würzburg, Prof (H) Dr Heribert Hinzen will be teaching in the programme, too.
- The highlight of the exchange programme will be the International Winter School, for which we expect around 50 students from Europe and India, together with around 10 lecturers.

Study Programme

The study programme is focused on questions of adult and continuing education and lifelong learning from a transnational perspective, as well as from several country perspectives. This means that the focus will be on transnational discourse, but colleagues will also be looking at selected countries for in-depth insights.

You will study adult and continuing education and lifelong learning from a macro, meso and micro perspective:

Macro:

policy debates on education and lifelong learning in the new sustainable development agendas; the Freirian approach to education; qualitative research in education: ethics and politics in an international context

Meso:

Innovations and opportunities for marginalized groups in India: community learning centre in higher education; links between theory and practice: research approaches in (adult) education; community engagement: from theory to practice

1 About the Programme

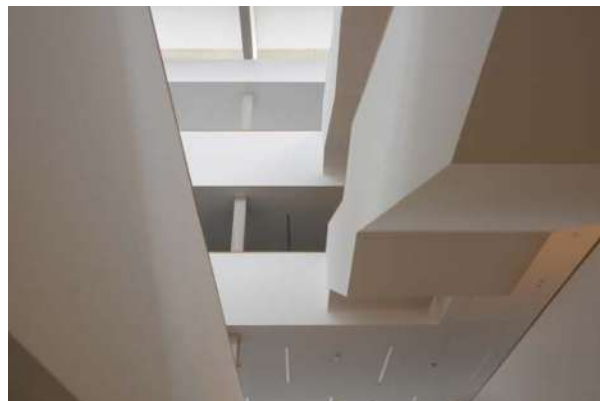
1 About the Programme

Mikro:

Competence and competence development; theories and research on adult learning

The International Winter School on Comparative Studies in Adult and Lifelong Learning will combine these perspectives and strengthen comparative insights into adult and lifelong learning. Furthermore, we will do several field visits in adult and continuing education centres, which will provide you with insights into the practice context.

Besides this programme, the International Office at Würzburg will be offering a cultural programme. The Würzburg Language Centre will be offering German language courses, which you can take in an intensive format in September 2015 or in weekly courses.



Supervision & Guidance

The teaching staff at the Professorship of Adult and Continuing Education will be happy to support you during your studies in Würzburg.

Once you arrive, the Würzburg International Office will provide you with assistance and support to help you settle in Würzburg:
http://www.international.uni-wuerzburg.de/en/studying_in_wuerzburg/information_for_all_foreign_students

If you are interested, we are happy to arrange a tandem exchange with German education students.

International Winter School

If you are not able to study in Würzburg for a whole semester, it is possible to come only for the International Winter School. In this case, please have a look at www.lifelonglearning.uni-wuerzburg.de



2 Course Descriptions

2.1 *Community Engagement: From Theory to Practice*

Tuesdays, 2 pm - 4 pm

13.10.2015-26.1.2016

3,5-5 ECTS

Ass.-Prof. Rabab Tamish, University of Bethlehem/Palestine
& Visiting Professor at Julius-Maximilian-University Würzburg

Description

In the last three decades, the concept of 'community engagement' has become widely used and almost appears in the vision of many educational programs. It is argued that the engagement of university students in community projects is an essential part of their professionalization. However, in practice, the concept is differently implemented and sometimes in a contradictory manner. This course will introduce students to the different approaches to community engagement and their applications at different contexts. Firstly, it will introduce students to the difference between the concepts related to community engagement, such as 'civic learning', 'community partnership', and 'community participation'. Secondly, it will expose students to the different approaches to community engagement, their strengths and weaknesses. In this regards, students will learn about the assessment tools that are used to evaluate the effectiveness of community projects. Finally, it will help students to design community engagement projects that best meet with the needs of their students or communities.

Outline and main themes

- Why community engagement?
- The difference and similarities between 'engagement', 'participation', 'partnership' and civil learning
- The technical, practical and emancipatory approaches
- The role of the teacher, the students and the 'community'
- The school as a community and/or community institute

2 Course Descriptions

- Factors of successful community projects: needs assessment, engaging the community, using formative assessment methods

References

Bringle R & Hatcher J (2000) institutionalization of Service Learning in Higher Education, *The Journal of Higher Education*, Vol. 71, No. 3, pp. 273-290.

Coffield, F. & Williamson B. (2012) *From Exam Factories to Communities of Discovery* (London, Institute of Learning).

Chupp, M., & Jospheh, M. (2010). *Getting the Most Out of Service Learning: Maximizing Student, University and Community Impact*. *Journal of Community Practice*, 18, 190-212.

Jacoby, B. (2009) *Civic Engagement in Today's Higher Education: An Overview*. In Barbara Jacoby *Civic Engagement in Higher Education concepts and practices*, (San Francisco, Jossay_Bass).

Spiezio, K. (2009) *Engaging general education*. In Barbra Jacoby, *Civic Engagement in Higher Education concept and prentices*, (San Francisco, Jossay_Bass).

Watson, D. (2007) *Managing Civic and Community Engagement*, (Open University Press: England).

Thomson, A. M., Smith-Tolken, A., Naidoo, A., & Bringle, R. (2010). *Service Learning and Community Engagement: A Comparison of Three National Contexts*. *InternationalL Journal of Voluntary and Nonprofit Oragnizations*, 22, 214-237.



2.2 *Qualitative Research in Education: Ethics and politics in International Context*

Mondays, 4 pm - 6 pm

12.10.2015-24.1.2016

3,5-5 ECTS

Ass.-Prof. Rabab Tamish, University of Bethlehem/Palestine
& Visiting Professor at Julius-Maximilian-University Würzburg

Description

This course aims at introducing adult educators to the different dilemmas in educational research and the difficulties that researchers face when conducting studies in international context and well as the difficulties of internationalizing research methodologies. The course will also equip students with practical guidance on how to deal with different ethical and methodological dilemmas when conducting qualitative research in international contexts.

Outline and main themes

- Why international studies?
- Internationalization versus contextualizing research methodologies
- How to decide on the ethical guidance of a research
- The role of the researcher: 'insider' or 'outsider' or both?
- The unseen or 'hidden' agenda of the research
- The politics of the 'text'
- Dilemmas in research ethics from international perspective

References

Alzaroo, S., & Hunt, G. L. (2003). Education in the context of conflict and instability: the Palestinian case. *Social Policy & Administration*, 37(2), 165-180.

Angrosino, M. V., & de Perez, K. A. M. (2000). Rethinking observation: from method to context. In N. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (2nd ed., pp. 673-702). London: Sage.

Aultman, L. P., Williams-Johnson, M. R., & Schutz, P. A. (2009). Boundary dilemmas in teacher-student relationships: struggling with 'the line'. *Teaching and Teacher Education*, 25(5), 636-646.

Carspecken, P. F. (1996). *Critical Ethnography in Educational Research: a Theoretical and Practical Guide*. NY: Routledge.

Denzin, N. K. (1998). The art and politics of interpretation. In N. K. Denzin & Y. S. Lincoln (Eds.), *Collecting and Interpreting Qualitative Materials*. London: Sage.

Fontana, A., & Frey, J. H. (2000). The interview: from structured questions to negotiated text. In N. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (2nd ed., pp. 645-672). London: Sage.



2.3 *The Freirian Approach to Education*

Wednesdays, 10 am - 12 pm

14.10.2015-27.1.2015

5 ECTS

Ass.-Prof. Rabab Tamish, University of Bethlehem/Palestine
& Visiting Professor at Julius-Maximilian-University Würzburg

Description

This course will focus on the contribution of the Brazilian educator, Paulo Freire and his revolutionary work on adult education, mainly literacy programs. The course will introduce students to the main concepts that guided Freire's work and how they were implemented in different adult education programs.

Outline and main themes

- The work of Paulo Freire: Reading the 'world'
- The revolution on technical literacy programs
- The principles of education for liberation
- The role of the student, teacher and the content/knowledge in Freire's work
- The elements of creating 'progressive' learning environment
- The applications of Freire's work at different disciplines and contexts: strengths and weaknesses

References

Freire, P. (1974). Education for Critical Consciousness. London: Sheed and Ward.

Freire, P. (1996). Pedagogy of the Oppressed (New ed.). London: Penguin Books.

Freire, P. (1998). Pedagogy of Freedom: Ethics, Democracy, and Civic Courage. (Rowman & Littlefield, Oxford).

Freire, P. (2005). Teachers as Cultural Workers: Letters to Those Who Dare Teach (Expanded ed.). Boulder, Colo: Westview.

2.4 *Innovations and Opportunities to the Marginalized Groups in India: Sharing Community Learning Centre in Higher Education*

Tuesday 27.10.2015: 4 pm - 6 pm; Thursday 29.11.2015: 12.30 pm - 4 pm;
Friday 30.11.2015: 9 am - 5.30 pm; Thursday 5.11.2015: 12.30 pm - 4 pm;
Friday 6.11.2015: 9 am - 5.30 pm

5 ECTS

Prof. Rajesh, University of Delhi/India

Description

Several innovative and action oriented programmes has been initiated through Community Learning Centres in India. Several institutions such as universities & Colleges, prominent voluntary organizations and National AIDS Control Organizations (NACO) are engaged in providing services to the vulnerable population. The course will introduce various approaches adopted through Community Learning Centres for sharing innovative practices & opportunities and their applications at the various levels of education. The course will cover the efforts for transgender, vulnerable marginalized women, the minority population and the elderly. The different approaches, success stories and constraints felt will be critically analyzed. It will also cover comparative opportunities, strength and weaknesses. The students will learn about various opportunities available through community learning centres in India.

2 Course Descriptions

2 Course Descriptions

Outline and main themes

- Introducing Marginalized group in India.
- Social, Economic and Cultural practices of various marginalized Groups
- Efforts and Engagements by the Community Learning Centres.
- The Role of Higher Education Public and Private Institution
- Successful models adopted for vulnerable population
- Comparative opportunities
- Future thrust areas

References

MSJE (2014) National Level Report on Transgender, MSJE, Govt. of India
DACEE (2013) Vistaar Extension approach in Higher Education
Education and Employment opportunities for transgender in India
Indian Journal of Lifelong Learning & Educational Guidance
IJOL Ed. Vol. (No – 1) April – September, 2014.



2.5 Theories and Research on Adult Learning

Tuesday 17.11.2015: 4 pm-6 pm; Thursday 19.11.2015: 12.30 pm-4 pm;
Friday 20.11.2015: 9 am-5.30 pm; Thursday 26.11.2015: 12.30-4 pm;
Friday 27.11.2015: 9 am-5.30 Uhr

5 ECTS

Dr. Hongxia Shan, University of British Columbia, Vancouver/Canada

Description

At the heart of all adult education practices is an understanding of adult learning. This course immerses you in some of the learning theories and research. It examines the classical adult learning theories such as self-directed, experiential, and transformative learning, as well as some of the neurological perspectives of learning. It also explores the embodied, emotional and spiritual dimensions of learning, and some sociocultural and sociomaterial learning perspectives including communities of practice, and cultural historical activity theories. As part of our theoretical exploration, we will give special attention to learning as it intersects the life world of women, the aged and disabled people and marginalized groups. This is a course that integrates theory exploration with reflection and imagination of practices. You will be encouraged to develop a critical appreciation of the theories while attending to how they could inform your teaching, learning and other educational or work practices.

Learning outcome: by the end of this course, students will be able to:

- Identify, describe and critically appreciate various theoretical perspectives on adult learning;
- Develop understanding of learning in relation to your educational research and practices
- Develop practical understanding of how learning theories can inform educational practices

Outline and Main Themes

- Neurological and biological perspectives of learning;
- Andragogy and Self-directed learning;
- Transformative learning;

2 Course Descriptions

2 Course Descriptions

- Emotional, emotional and spiritual dimensions of learning;
- Experiential learning;
- Learning as Communities of Practice
- Cultural Historical Activity Theory
- Non-western Perspectives of Learning

Class format and reading materials

This course will be delivered through a seminar format. It will draw on the course readings as well as your personal and professional experiences working with adults to compare, clarify and synthesize ideas and knowledge.

Assessment

There are two assignments in this course: a presentation on one set of readings, and a final essay where students are expected to focus on an area of practice from the lens of adult learning.

Teaching Materials

Some of the articles we use include

Belanger, P. (2011). Chapter 4 Adult Learning-related learning theories, *Theories in Adult Learning and Education*, pp. 35-49. Opladen & Farmington Hills, Barbara Budrich Publishers.

Brown, J., & Duguid, P. (1991). Organizational learning and communities-of-practice: Toward a unified view of working, learning, and innovation. *Organization science*, 2: 40-57.

Cranon, P. (2013). Adult learning theory, in T. Nesbit, S. M. Brigham, N. Taber (eds.), *Building on Critical Traditions: Adult Education and Learning in Canada* (pp. 95-106), Toronto: Thompson Educational Publishing Inc.

Dirkx, J. (2008). The meaning and role of emotions in adult learning, *New Directions for Adult and Continuing Education*, 120 (Winter): 7-18.

Edwards, B. (1999). *Your brain: The right and left of it, Drawing on the Right Side of the Brain*, (27-48), New York: Penguin Putnam Inc.

Freiler, T. (2008). Learning through the body. *New Directions for Adult and Continuing Education*, 119 (fall): 37-48.

Kern, D. (2012). Conceptual basis for learning: Frameworks for older adult learning, in B, Schmidt-Hertha, S.J. Krasovec, & M. Formosa (eds.), *Learning Across Generations in Europe: Contemporary Issues in Older Adult Education* (pp. 73-84), Rotterdam: Sense Publishers.

Merriam, S. B., Caffarella, R.S., & Baumgartner, L. S. (2007). Self-directed learning, in *Learning in Adulthood: A Comprehensive Guide* (pp. 105-129), San Francisco: Jossey-Bass.

Taylor, E. (2008). Transformative learning theory, *New Directions for Adult and Continuing Education*, 119 (Fall): 5-16.

Tisdell, E. J. (2008). Spirituality and adult learning, *New Directions for Adult and Continuing Education*, 119 (fall): 27-36.



2 Course Descriptions

2 Course Descriptions

2.6 Competence and Competences Development

Tuesday 8.12.2015: 4 pm -6 pm; Thursday 10.12.2015: 12.30 pm -4 pm;
Friday 11.12.2015: 9 am -5.30 pm; Thursday 17.12.2015: 12.30 pm - 4 pm;
Friday 18.12.2015: 9 am -5.30 pm

5 ECTS

Prof. Aleksandra Pejatovic, University of Belgrad/Serbia

Description

The aim of the course is to introduce construct of competences in adult education and concept of competency based education to students. The course consists of three parts. **The first one** is: "Introduction" – different concepts of competencies; Definitions of competencies (personal approach; technical-vocational approach; educational approach; generic approach); Different types of competencies (key competencies, generic competences, specific competences etc). The title of the **second part** is "Competence development". It includes the concept of Competency Based Education; How to teach competency – Didactical reduction and didactical reconstruction; Job description (Job Analysis, DACUM and Functional Analysis) as a base of the teaching process, European Qualification Framework (EQF), the structure of outcomes orientated education and trainings... **The third part** is related to "The Competencies of Adult Educators – Different approaches and projects" – Professionalization of Adult Education; EMEA; ALPINE; the Swiss model; AGADE Project; TEACH; Flexi-Path Toolkit; Curriculum GlobALE

Outline and main themes

- The emphasis is on the development of competences – the end of humanistic orientation in education or the beginning of a "responsible" contribution of education to fulfilling potentials of an individual?
- How key competences become specific or vocational competences?
- What kind of education contributes to the development of competences?
- How to design education/training aiming at the development of competences?

- What is the role of competences in forming EQFs and NQFs?
- Which competences defined adult educators? How global or national are they?

References

B.J. Buiskool, S.D. Broek, J.A. van Lakerveld, G.K. Zarifis, M. Osborne; (2010); Key competences for adult learning professionals, Contribution to the development of a reference framework of key competences for adult learning professionals, Final report; Research voor Beleid, Zoetermeer; pp. 33 -99.

Cohen-Scali, V, (Ed), (2012), Competence and Competence Development, Barbara Budrich Publishers, Opladen, Berlin & Toronto, pp. 31-51, 73-94.

Despotović, M, (2010), Razvoj kurikulumu u stručnom obrazovanju (Curriculum Development in Vocational Education), Univerzitet u Beogradu, Filozofski fakultet, Beograd, (translated parts).

Flexi-Path Toolkit, A Guide to Creating a Professional Portfolio to Demonstrate the High Level Competencies of Adult Educators, (2011), A Collaborative Project led by DiE Germany, Bonn.

Reischmann, J, (2000), Kako podučavati kompetenciju (How to Teach Competence), in: U. Gartenschlaeger, H. Hinzen (ed), Perspektive i trendovi obrazovanja odraslih u Evropi, Hrvatska zajednica pučkih otvorenih učilišta, Zagreb, (translated parts).

Key Competencies for Lifelong Learning, European Reference Framework, (2007), Office for Official Publications of the European Communities, Luxembourg.

Medić, S, Ebner, R, Popović, K, (ed), (2010), Adult Education: The Response to Global Crisis Strengths and Challenges of the Profession, Department of Pedagogy and Andragogy, Faculty of Philosophy, University of Belgrade; Institute for Pedagogy and Andragogy, Faculty of Philosophy, University of Belgrade; European Association for Education of Adults, Brussels; Adult Education Society, Belgrade; Belgrade, pp. 73-80, 81-90, 127-149, 295-300, 323-335, 337-345, 347-359.

2 Course Descriptions

2.7 Policy Debates on Education and Lifelong Learning in the New Sustainable Development Agendas

Thursday, 14.1.2016: 12.30 pm - 4 pm; Friday, 15.1.2016: 9 am - 5.30 pm;
Thursday, 21.1.2016: 12.30 pm - 4 pm; Friday, 22.1.2016: 9 am - 5.30 pm

5 ECTS

Prof. (H) Dr. Heribert Hinzen, DVV International

Description

Global policies on education and lifelong learning influence regional and national policies. A very important milestone in developing a global education agenda was the World Education Forum in 2000 in Dakar, and the then agreed Framework for Action covering 15 years is coming to an end 2015. Many assessments on achievements and reports are circulating. For the last few years a heated debate has started on Post 2015. This seminar will analyze the final documents which will be generated by the World Education Forum in Korea, and the UN Summit on Sustainable Development Goals, both in 2015, and will look at them in perspective of their evolutions in the current debate. The lecturer will argue from insights he has gained as a participant in Dakar 2000, and having been deeply engaged in the Post 2015 processes while working for DVV International.

Outline and main themes

- Introduction into global, regional and national policy developments
- Analyses of examplef diversity of approaches and outcomes of the declarations and statements of international meeting
- Ample room for students to present their analysis of the respective document they selected
- Conclusions in respect to the potential influence of the new global goals on national targets and indicators

2 Course Descriptions

References

Fernandez, M.C., Hinzen, H., Khan M.L.A. (Eds.): On the Eve of EFA and MDG – Shaping the Post 2015 Education and Development Agendas: Contributions to the Debate and a Collection of Documents. Vientiane: DVV International 2014.

Hinzen, H., Knoll, J.H. (Eds.): Lifelong Learning and Governance. From Programming to Action – Selected Experiences from Asia and Europe. Vientiane: DVV International 2014.

Post 2015. Adult Education and Development. Bonn: DVV International 2013.

Yang, J., Valdes-Cotera, R. (Eds.): Conceptual evolution and policy developments in lifelong learning. Hamburg: UIL 2011.

After the World Education Forum May 2015 in Korea, and the UN Summit for Sustainable Development in September in New York the final declarations of these two important outcome documents will be published, and made available to participants of the seminar.



2 Course Descriptions

2.8 *Links between Theory and Practice: Research Approaches in (Adult) Education*

Monday and Tuesday, 1. and 2.2.2016, 9 am - 5 pm

3-5 ECTS

Prof. Regina Egetenmeyer, Julius-Maximilian-University Würzburg
Ass.-Prof. Rabab Tamish, University of Bethlehem/Palestine
& Visiting Professor at Julius-Maximilian-University Würzburg

Description

The relation between theory and practice is a central issue in the academic professionalization of adult and continuing education. Degree programmes in education provide students with academic knowledge and theories, which they can use for reflecting on practice contexts and making decisions as practitioners. Empowering students to use theories and knowledge for critical reflection and practical decision-making is one of the big tasks of academic programmes in adult education.

The relations between academic theories and practical contexts are also becoming more and more relevant in the context of the Bologna Process and the demand for competence development. These developments call for changes in university-based education programmes. In Germany, these study programmes traditionally follow a highly theoretical format. Following the current approaches towards competence development presents the danger of promoting a technical understanding of education. Matching academic needs and competence development means redefining the relation between academic knowledge and practice. There are several possibilities for developing these relations. They can be guided by various approaches e.g. learning theories, professionalization theories, development theories, and employability arguments.

The workshop will bring together experts from Arabic and European countries to discuss different approaches towards connecting academic knowledge and practice. Experts will be chosen based on their expertise in the outlined topic.



2.9 *International Winter School: Comparative Studies in Adult and Lifelong Learning*

Prof. Regina Egetenmeyer, Julius-Maximilian-University Würzburg, and international colleagues

3.2.-12.2.2016

5-10 ECTS

see www.lifelonglearning.uni-wuerzburg.de & detailed announcement in July 2015

Description

The international Winter School 'Comparative Studies on Adult and Lifelong Learning' is dedicated to analysing and comparing international and European strategies in Lifelong Learning. Based on social policy models, Lifelong Learning strategies in Europe, including selected European countries, will be subjected to a critical analysis. Furthermore, subtopics of Lifelong Learning have been chosen (e.g. participation in adult education in Europa, training the adult learning trainers, quality in adult education) for an in-depth comparison and analysis of the situation in various European countries. The Winter School is geared towards master and doctoral students from European and Asian Universities. Mainly focused are students who are enrolled in study programmes close to Adult Education and Lifelong Learning.

Outlines and main themes

- Theories and approaches for analyzing European and international Lifelong Learning strategies
- Interaction with key European stakeholders in Lifelong Learning
- Field Visits: Providers of Adult and Continuing Education in Würzburg
- Critical analysis and comparison of Lifelong Learning strategies and reflection on international policies in Lifelong Learning
- Comparative group work
- Comparison of selected subtopics of Lifelong Learning in selected countries: Resources for Lifelong Learning – Understanding Time in Adult Learning; UNESCO's policy in adult education and national implementations; Reflective Practices in Adult and Lifelong Learning; Work-related Teaching and Learning Methods in Higher Education; Learning Cities, Learning Regions and Learning Communities

2.10 *German Language Courses in August and September 2015*

Regular German Language Courses

The Language Center of the University of Würzburg offers German courses at all levels for program students and FreeMovers before and during the semester break:

- Intensive courses in March and September (3-4 weeks with 5 lessons per day, also includes cultural studies).
- DSH courses in March and September;
- DSH examination in April and October;
- German courses during the semester;
- Face2Face courses.
- DaF Summer Academy (3rd till 28th August 2015), see: <http://www.daf-sommerakademie.zfs.uni-wuerzburg.de/en/startseite/> Participation fee of 580 Euro. Scholarships available, see <http://www.daf-sommerakademie.zfs.uni-wuerzburg.de/en/stipendienmoeglichkeiten/>

Registration

- The **intensive courses** begin with a mandatory placement test on the first day (you will receive the date in your letter of acceptance). Please show your letter of acceptance and your passport or identity card.
- For language **courses during the semester**, you must register personally at the beginning of the semester at the Language Center. For registered exchange students there are no extra costs - except the DaF Summer Academy

For further and updated Information:

http://www.international.uni-wuerzburg.de/en/studying_in_wuerzburg/

--> Exchange students --> After arrival exchange students --> German courses

3 Scholarships & Registration

3.1 Students from the ERASMUS-Room

Please apply at your university for an ERASMUS-grant. If there is no contract available between your university and Julius-Maximilian-University of Würzburg, please ask the international programme coordinator of your faculty or your international office to contact regina.egetenmeyer@uni-wuerzburg.de

Registration Deadline: 15. June 2015

under: http://www.international.uni-wuerzburg.de/en/studying_in_wuerzburg/
--> Exchange students --> Application and admission for exchange students

3.2 Students from Australia (UT Sydney), Canada (Vancouver), South Korea (Seoul), Serbia (Belgrade) & India (University of Delhi)

We have applied for a fund under the programme ERASMUS+, International Dimension. Within this Programme you can receive a scholarship of 800 Euro/month plus a travel lump sum according to the EU Travel-Calculator (http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm). The ERASMUS+ programme requests you staying minimum three months at the University of Würzburg.

Registration Deadline: 15. June 2015

Please apply until 15. June 2015 under erwachsenenbildung@uni-wuerzburg.de for a scholarship. Please send us a letter of motivation as application. Please include also your CV and information on your planned dates in Würzburg into your application. Information on the approval of your scholarship will be given until July 2015.

Contact Persons at the partner universities ERASMUS International DIMENSIONS

Prof. Shauna Butterwick, University of British Columbia, Vancouver/Canada

Prof. Rajesh, University of Delhi/India

Dr. Aleksandra Pejatovic, University of Belgrad/Serbia

Prof. Rick Flowers, University of Technology, Sydney/Australia

Prof. SoongHee Han, Seoul National University/South Korea

3 Scholarships & Registration

3.3 Freemover

It is also possible to visit the programme as Freemover-student without a scholarship.

Registration Deadline: 15. June 2015

under: http://www.international.uni-wuerzburg.de/en/studying_in_wuerzburg/
--> Exchange students --> Application and admission for exchange students

3.4 Further Scholarships at Julius-Maximilian-University Würzburg

http://www.international.uni-wuerzburg.de/en/studying_in_wuerzburg/
--> Information for all foreign students --> Info at a glance --> Scholarships

3.5 Further Scholarships of the German Academic Exchange Service

<https://www.daad.de/deutschland/stipendium/datenbank/en/21148-scholarship-database/>

Exchange Program Information from the International Office

Source: International Office, University of Würzburg

International Office
Julius Maximilian University of Würzburg
International Office Josef-Martin-Weg 54/2
Hubland Campus Nord,
97074 Würzburg, Germany



4.1 General Information

ERASMUS Institutional Coordinator
Mr. Florian Evenbye, Acting Director
International Office, Email: international@uni-wuerzburg.de

<http://www.international.uni-wuerzburg.de/startseite/>
Office Hours: Mon, Tue, Wed, Fri 8-12; Wed 14-16; Thu 8-11:30

ERASMUS Names A-L and Bilateral Partnerships: Ms. Nicole Schmitt
Email: nicole.schmitt@uni-wuerzburg.de – Tel.: +49 931 318 2804

ERASMUS Names M-Z: Ms. Angela Fenske
Email: angela.fenske@uni-wuerzburg.de – T el.: +49 931 318 8604

Benefits for exchange students

- Simplified application procedure
- Guaranteed accommodation (if applications are received by 15 January/15 June)
- Intensive German language courses and semester German language courses
- Access to the Internet, libraries, computer labs, sports facilities
- Assistance through international tutors
- Cultural semester program
- Würzburg English Language Program

No tuition fees. Social fee: currently €102,70 (including free local and regional public transport for six months, reduced prices for meals in cafeterias, and for dormitories run by the Federal Organization for Student Services – “Studentenwerk“)

4.2 Application

Language Requirements

Sufficient language skills to follow the courses, but no specific level of proficiency in German.

- If students wish to earn ECTS credits in Würzburg, they should be able to demonstrate a B1-level(except courses at the Language Center).
- Specific German language skills for some subjects (Medicine: B2, Media Communication: B1; Pharmacy and Biology: A2 in German or B1 in English).

The majority of classes are held in German. Some courses are taught in English.

Course Catalogue Students put together their class schedule independently; tutors and academic coordinators offer assistance:

<http://www.uni-wuerzburg.de/fuer/studierende/vorlesungsverzeichnis/>

Application Deadline 15 June for the winter semester – 15 January for the summer semester. Online Application:

http://www.international.uni-wuerzburg.de/en/studying_in_wuerzburg/

--> Exchange students --> Application and admission for exchange students

4.3 Academic Information

Semester Dates

Wintersemester 2016/17	17.10.2016 - 11.02.2017
Sommersemester 2017	24.04.2017 - 29.07.2017

There is no official examination period and exams might reach into the semester break. Students should inquire about this before booking return flights.

Orientation Orientation day for International Students with a guided sightseeing tour through Würzburg, a Welcome speech by University Officials, and a reception. Orientation sessions for all specific subjects are offered directly in the faculties/schools.

Language Courses

- 4-week intensive German course in September/March before the start of the lecture period

4 Exchange Program Information

- German courses during the semester
- All German courses are free of charge for exchange students
- Tutors will provide assistance, especially in the first weeks.

Detailed information and course dates can be found online under Kursprogramm: http://www.zfs.uni-wuerzburg.de/sprachen/deutsch_als_fremdsprache/
For admission to the courses, students need to bring their Letter of Admission (Zulassungsbescheid) to the placement test on the first day of class.

Transcript of Records Upon request. Please note that transcripts might be issued 5 weeks after the exam period.

4.4 Housing and Accommodation

If program students apply by the official application deadline for a room in a dormitory, they will have guaranteed accommodation! The Student Housing Service is responsible for ten dormitories in various locations in Würzburg.

Amenities: Single furnished apartments or single rooms in shared apartments, in which two to four students share a kitchen and bath room; Dishes, cooking items, bedding, and towels are not provided; Rents range from € 160,00 to € 350,00 per month, depending on the size of the room/apartment and its equipment; You can find more information about the individual dormitories here: <http://www.studentenwerk-wuerzburg.de/wuerzburg/wohnheime.html>

Length of stay: Student accommodations are granted for six months (beginning with the semester on 1 April or 1 October) or 12 months (for one year stay). A shorter rental period is not possible; Participants who participate in intensive language course before the semester begins can get a dorm room one month earlier, so that the length of the contract increases to 7 or 13 months.

4.5 Other Relevant Information

About Würzburg

http://www.international.uni-wuerzburg.de/en/experience_wuerzburg/
<http://www.wuerzburg.de/en/index.html>
<http://www.uni-wuerzburg.de/sonstiges/elmut/map/>

Financing Costs for living: approx. 550-800 Euro / month (depending on your life style and apartment rent). You can find some ideas of scholarships and working possibilities on our website.

4 Exchange Program Information

Visa Requirements

http://www.international.uni-wuerzburg.de/en/studying_in_wuerzburg/exchange_students/before_arrival_exchange_students/visa/#c367510

Insurance Requirements

http://www.international.uni-wuerzburg.de/en/studying_in_wuerzburg/exchange_students/before_arrival_exchange_students/health_insurance/#c367535

Arriving and Pickup By airplane: Airport Frankfurt/Main or Nürnberg with direct ICE-train connections to Würzburg. By train: Easily accessible from all directions (www.bahn.de). Public transport in Würzburg: With the WVV problem-free to the various university buildings and student dormitories. Pick up from the train station in Würzburg can be arranged by a tutor. This must be arranged with the tutor in advance.

Student Tutoring Program Students who know their way around the University and city are pleased to assist exchange students, especially during the first few days. You will find a list of tutors here: http://www.international.uni-wuerzburg.de/en/studying_in_wuerzburg/
--> Information for all foreign students --> Find assistance --> Tutors

Extracurricular Clubs

- University Sports center facilities: <http://www.sportzentrum.uni-wuerzburg.de/>
- University Choir: <http://www.hochschulchor.uni-wuerzburg.de/ie/home/index.php>
- University Orchestra: <http://www.orchester.uni-wuerzburg.de/>
- University Protestant Community (ESG): <http://www.esg-wuerzburg.de/>
- University Catholic Community(KHG): <http://www.khg-wuerzburg.de/>
- AK Internationales (international club): <http://www.stuv.uni-wuerzburg.de>
--> Referate/Arbeitskreise --> Referat Internationales

Source: International Office, University of Würzburg

5.1 *Julius-Maximilian-University Würzburg*

The Julius Maximilian University of Würzburg (JMU), founded in 1402, is one of the universities in the German-speaking world that have a long and rich tradition. Numerous famous scholars and scientists have made their mark here, such as Carl Siebold, Rudolf Virchow, and Franz Brentano. So far, 14 Nobel laureates have conducted their research here, including Wilhelm Conrad Röntgen, who discovered X-rays at Würzburg. In 1985, the physicist Klaus von Klitzing received this distinction for his discovery of the quantum Hall effect. Harald zur Hausen was given the Nobel Prize in Medicine in 2008 for discovering that viruses trigger cervical cancer. In addition, ten scientists from the University of Würzburg have received a Leibniz Prize – the most prestigious German research prize.

The Julius Maximilian University is expanding all the time: Since the 1960s, it has been spreading out onto a hill on the eastern edge of the city, called Hubland. A green campus has sprung up there, bringing together large sections of Science and Humanities. This is also home to the University Library, the Mensa dining hall, the Hubland Campus and the University Sports Facilities. In 2011, this area was expanded by a further 39 hectares, offering a huge amount of space for new institute premises and seminar rooms.

More than 27,000 students, including some 2,100 young people from abroad, are registered with ten faculties. These can be divided into four main areas: Humanities, Law and Economics, Life Sciences, and Natural Sciences and Technology. The university and its hospital provide employment for 10,000 people. Around 3,000 are on the academic staff, more than 400 as professors.

Studies

Study opportunities: The University of Würzburg offers more than 200 study programs.

In addition to this, there are parallel courses and postgraduate courses in Experimental Medicine, European Law, and other study fields. The university also offers some further education courses, such as Psychological Psychotherapy, Purchasing & Supply Management, and the Executive Master of Business Integration (MBA). The Center for Continuing Education coordinates the part-time educational courses for professionals, which are expanded continuously. As an important element in

the promotion of young talent, the Julius Maximilian University offers doctoral degrees in all study areas, even in interdisciplinary fields, with intensive tutoring and supplementary multidisciplinary courses. The University of Würzburg Graduate Schools for doctoral students from all disciplines were set up for this purpose.

Research

The university boasts numerous collaborative research centers, graduate schools, and research groups, which are funded by the German Research Foundation (DFG). These top-level research facilities have been secured for Würzburg despite tough competition from other higher education institutions. The Julius Maximilian University is among the most successful German institutions of higher education. This can be attributed to its high-caliber scholars and scientists as well as its interdisciplinary research centers, which have been set up in the fields of Medicine, Science, and Humanities. The university was a pioneer in creating these centers, starting the process as early as the 1990s.



Cosmopolitan

The Julius Maximilian University maintains numerous partnerships with universities in Africa, America, Asia, Australia, and Europe, and strengthens these relationships continuously. In addition, there are considerable relations at the level of institutes and departments.

Internationalization is a top priority for the University of Würzburg. Its students are presented with varied opportunities to pursue some of their studies abroad. In return, young people from foreign partner universities have the chance to study in Würzburg.

Source:

<http://www.presse.uni-wuerzburg.de/fileadmin/uniwue/Presse/Image-Broschuere/flyer-en-2014-w.pdf>



5.2 The City of Würzburg

A lot of student activities take place alongside the River Main with its promenades, meadows, and beer gardens: discovering the music and culture of our neighboring continent on the Main meadows during Europe's biggest Africa festival, walking barefoot in the sand at the city beach, or enjoying concerts and theater performances on a floating stage during the Würzburg Docks Festival – all this and more is on offer in Würzburg. Another popular event is the Mozart Festival, where "Serenade No. 13" is performed in a relaxed atmosphere in the Court Garden of the Residence. The distances within Würzburg city center can be covered easily on foot. Sporty people can reach all destinations by bicycle.

There is no lack of sports options in the city; there are cycling, running and inlineskating routes, leading along the River Main or through the vineyards. The university offers a broad spectrum of sports activities, ranging from capoeira to yoga.



5 University & City: Some Information

The university also culturally benefits the city and the wider region: concerts by the Institute of Music Research or exhibitions in the university's museums enrich the cultural scene. For the general public, the university organizes lectures, readings, and other public events.

In addition, there are laboratories for school pupils, a children's university, a school pupils' university, and study programs for senior citizens. All these events combine with other cultural offerings and leisure facilities in Würzburg – theaters, concerts, open-air festivals, and wine festivals – to create an attractive environment in which to live and work.

Source:

<http://www.presse.uni-wuerzburg.de/fileadmin/uniwue/Presse/Image-Broschuere/flyer-en-2014-w.pdf>



Foto: Gerhard Launer

