



Virtual Academy Modules

Summer 2021

Hochschule für Wirtschaft und Recht Berlin

Hochschule Osnabrück

Hochschule Bremen

Hochschule München

University at Albany

*SUNY – College of Environmental Science
and Forestry*

SUNY Canton

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Virtual Global Classroom / COIL Design Framework:		
“Corporate Governance and Corporate Social Responsibility in the US and EU”		
Hochschule für Wirtschaft und Recht Berlin (HWR Berlin), University at Albany (UALbany)		
Departments: Legal Studies (HWR Berlin), School of Criminal Justice (UALbany)		
Short Course Description	<p>This course compares different legal traditions in the US and in the EU and its member states. Students will discuss varying approaches to corporate social responsibility and corporate governance and the advantages and disadvantages of each system will be discussed. Participants will develop concepts for a new corporate legal system which serves both the interests of companies and the interests of stakeholders.</p> <p>This course will also consider the history of Black Wall Street and the impact of laws and policies on its development. Students will also be encouraged to consider how laws and policies may address these concerns, even today, including in other locations.</p> <p>Students will take part in a virtual tour of a municipal court in Berlin offering behind-the-scenes insights into the workings of Germany’s legal system and aspects of its history. This will offer students the opportunity to reflect upon their home country’s legal system and history.</p>	
Main purpose	<p><i>Intercultural experience / Topic related case work or research task / Meta-competence</i></p> <ul style="list-style-type: none"> - Intercultural experience -Topic-related case work, research task -Meta-competence e.g. virtual collaboration, project management 	
Curriculum allocation		
Modules (in which project is embedded)	<p>HWR Berlin: National and EU Business Law Module UALbany: Introduction to the Criminal Justice Process Module</p>	
Teaching period	HWR Berlin: Spring term (April-July)	UALbany: Spring term (February-May)
Student population	<p><i>Undergraduates (BA) / Graduates (Master) / Post-graduates / Other</i></p> <p>HWR Berlin: Undergraduate students UALbany: Undergraduate students</p>	
Student admission	<p><i>Voluntary / Mandatory / By application / Other</i></p> <p>HWR Berlin: By application UALbany: By application</p>	
Curriculum match	<p><i>Required: YES/NO</i> NO</p>	<p><i>YES, same area / No, interdisciplinary</i> No, Interdisciplinary: Legal Studies & Criminal Justice</p>
Grading / Recognition	<p><i>Separate or joint grading / Credits for?</i> Separate grading.</p>	<p><i>Certificate YES/NO</i> Certificates of attendance provided.</p>

	<p>HWR Berlin: Credits are given for the entire module. COIL Project replaces standard assessment.</p> <p>UAlbany: Credits are given for the entire module. COIL Project replaces standard assessment.</p>			
ECTS / US credit	<p>HWR Berlin: 5 ECTS</p> <p>UAlbany: 3 US credits (COIL project accounts for 35% of the module)</p>			
Student collaboration				
Main forms of interaction	<p><i>Synchronous:</i> main event(s) LIVE. (please incl. dates and times), e.g. lecture, group work, result presentations</p> <p>Session 1: COIL Introduction / Icebreaker and kick-off for case studies - 9 April 2021 15:45 – 19:00</p> <p>Session 2: COIL Interim Report / Virtual tour of District Court – 16 April 2021 15:45 – 19:00</p> <p>Session 3: COIL Presentations - 30 April 2021 15:45 – 19:00</p>		<p><i>Asynchronous:</i> Selected touch points such as kick-off, coaching, feedback</p> <p>Students work on case studies in mixed groups</p>	
Project schedule	<p><i>Planning period</i> 09/20 – 03/21</p>	<p><i>Start / Kick Off</i> 09/04/21</p>	<p><i>End</i> 30/04/21</p>	<p><i>Total duration</i> 3 WEEKS</p>
Pre-requisites	<p>None / Content of specific course / Specialization or major in FIELD / Other? e.g. work experience</p> <p>None</p>			
Deliverables	<p>e.g.: Attendance in live sessions, reflection paper, project report, presentation etc.</p> <p>Live attendance, cooperation on case studies, presentations</p>			
Team set-up	<p>Total number of students: HWR Berlin: 15 UAlbany: 9</p>		<p><i>Local teams of X students / Mixed teams of Y students</i></p> <p>Mixed teams of 5 (3 HWR students and 2 UAlbany students)</p>	
Task	<p><i>Please define the specific task students will have to complete, i.e., specific case study/task description:</i></p> <p>Case Studies & presentations:</p> <p>Presentations are expected to entail a brief overview of the group's collective thoughts regarding one of the following case studies:</p> <ul style="list-style-type: none"> • Legal implications of labour laws in different countries on the supply chains of a German company. • Consider different governance models of public corporations in European countries and the pros and cons of such models in choosing the location of a subsidiary with reference to gender quota rules and workforce involvement on boards. • Consider how corporate governance may have affected Black Wall Street and similar economic structures. 			

Platforms & Software used	Video conference systems: Zoom for live sessions / Blackboard (provided by UAlbany) for groupwork and class interaction outside of live sessions
Practice partner(s)	<i>None / Business / Public Institution / NPO/NGO</i> Virtual tour of excursion to German Municipal Court

Virtual Global Classroom / COIL Design Framework:				
<p>“Landscape Planning: A cross cultural comparison of climate change mitigation and adaptation”</p> <p>Hochschule Osnabrück, SUNY – College of Environmental Science and Forestry (ESF) Departments: Agricultural Sciences and Landscape Architecture (HS OS), Landscape Architecture (SUNY ESF)</p>				
Short Course Description	Students will develop an understanding and appreciation for the range of perspectives and professional responses to climate change impacts on the landscape between the USA and Germany/Europe. Students will develop a sensitivity towards multicultural contexts for global issues and problem-solving skills with respect to climate change adaptation methods within their professional context.			
Main Purpose	<i>Intercultural experience / Topic related case work or research task / Meta-competence</i> - Intercultural experience - Topic related case work or research task - Meta-competence (e.g., virtual collaboration, project management)			
Curriculum allocation				
Modules (in which project is embedded)	Hochschule Osnabrück: Summer Academy “International Landscape Architecture” (Bachelor), International Workshop Landscape Architecture SUNY ESF: LSA 326 Landscape Design Studio I			
Teaching period	HS OS: Spring semester (March-May), Winter semester (September-October)		ESF: Spring term (March-May), Fall term (September-October)	
Student population	<i>Undergrad/BA</i> NO	<i>Graduate/Master</i> Y1, Y2	<i>Post-graduates</i> NO	<i>Other</i> NO
Student admission	<i>Voluntary</i> YES	<i>Mandatory</i> YES	<i>By application</i> NO	<i>Other</i> NO
Curriculum match	<i>Required YES/ NO</i> YES	<i>YES, same area / No, interdisciplinary</i> YES, same area		
Grading / Recognition	<i>Separate or joint grading / Credits for?</i> Separate grading Credits will be awarded for the whole course			<i>Certificate YES/NO</i> NO
ECTS / US credit	5 ECTS			
Student collaboration				
Main interaction model	<i>Synchronous:</i> main event(s) LIVE. (please incl. dates and times), e.g. lecture, group work, result presentations biweekly online meetings in spring, virtual workshop in Sept./Oct. 2021		<i>Asynchronous:</i> Selected touch points such as kick-off, coaching, feedback Group work, self-study	

	<p>March 16th: Introductions/ Getting to know each other/ Similarities and Differences Discovery</p> <p>March 23rd: Discussion board/Chat Space: Perceptions of climate change responses</p> <p>April 6th: Strategies for adaption in the US and Germany</p> <p>April 20th: Students' presentation & discussion</p> <p>May 4th: Presentation of team projects</p> <p>May 11th: Wrap up & discussion</p> <p>Fall Semester 2021: 5-day virtual workshop</p>			
Project schedule	<i>Planning period</i> 09/20 – 02/21	<i>Start / Kick Off</i> 16/03/21	<i>End</i> 12/05/21	<i>Total duration</i> 9 WEEKS in Spring + 1 WEEK in Fall
Pre-requisites	<i>None / Content of specific course / Specialization or major in FIELD / Other? e.g. work experience</i> None			
Deliverables	<i>e.g.: Attendance in live sessions, reflection paper, project report, presentation etc.</i> Attendance live, Develop use cases, presentation of case studies			
Team set-up	Total number of students: 18 (10 HSOS, 8 SUNY)		<i>Local teams of X students / Mixed teams of Y students</i> Mixed teams of 2 students	
Student task	<i>Please define the specific task students will have to complete, i.e. specific case study/task description:</i> Spring term: Development of use cases of climate adaptation strategies from US and Europe. Each group presents case studies from their own countries and compare differences and similarities. Fall term: Exploring the project area (virtual or real – depends on Corona conditions), extracting challenges to be solved on site, defining goals and visions, discussing different planning approaches, creating plans and other media to present results and conclusions.			
Platforms & Software used	Zoom, Google Drive			
Practice partner(s)	<i>Business</i> NO	<i>Public institution</i> Department of Environmental Conservation New York City (expected)		<i>NPO / NGO</i> NO

Virtual Global Classroom / COIL Design Framework: “The Internet of Things” Hochschule Osnabrück, University at Albany Departments: Engineering and Computer Science (HSOS), Electrical and Computer Engineering (UAlbany)				
Short Course Description	Understanding the building blocks of IoT systems and the underlying technologies that drive their revolution. Applying ML to address different requirements related to signal processing, communication, and control. Getting experimental and simulation experience while developing IoT systems and ML models using state-of-the-art platforms; WiPy from Pycom and Coral Dev Board/USB Accelerator.			
Main Purpose	<i>Intercultural experience / Topic related case work or research task / Meta-competence</i> - Intercultural experience - Topic related case work or research task - Meta-competence (e.g., virtual collaboration, project management)			
Curriculum allocation				
Modules (in which project is embedded)	HS Osnabrück: Internet of Things UAlbany: Engineering Technologies: Intelligent Internet of Things			
Teaching period	HS Osnabrueck: Spring semester (Apr-July)		UAlbany: Spring term (Feb-May)	
Student population	<i>Undergraduates (BA) / Graduates (Master) / Post-graduates / Other</i> HS Osnabrück: Undergraduates (Y1, Y2, Y3, Y4) UAlbany: Graduates (Y1, Y2)/ Other (Visiting Students)			
Student admission	<i>Voluntary</i> YES	<i>Mandatory</i> NO	<i>By application</i> NO	<i>Other</i> NO
Curriculum match	<i>Required YES/NO</i> YES	<i>YES, same area / No, interdisciplinary</i> YES, same area		
Grading / Recognition	<i>Separate or joint grading / Credits for?</i> Separate grading Credits will be awarded for the whole course			<i>Certificate YES/NO</i> NO
ECTS / US credit	5 ECTS			
Student collaboration				
Main interaction model	<i>Synchronous:</i> <i>main event(s) LIVE. (please incl. dates and times), e.g. lecture, group work, result presentations</i> 23.03.21: Introduction, icebreaker activity, Lecture: Introduction to IoT		<i>Asynchronous:</i> <i>Selected touch points such as kick-off, coaching, feedback</i> <ul style="list-style-type: none"> ▪ Group work, planning and realization of exercises 	

	<p>and the M5 Stack, Intro to Smart Watch / Smart Home exercise</p> <p>13.04.21 Quiz: on IoT, M5 Stack, Arduino, ESP32 Smart Watch exercise part 1, Introduction to smart watch part 2</p> <p>20.04.21 Lecture: Machine Learning (ML) for IoT, the second part of the Smart Watch exercise, Introduction to road condition exercise</p> <p>27.04.21 Osnabrück students present their IoT projects/ products, UAlbany Students and Instructor will provide feedback, The road condition monitoring exercise</p> <p>11.05.21 UAlbany student will do the final presentation on their ML projects, Osnabrück students and instructors will provide feedback</p>	<ul style="list-style-type: none"> ▪ Self paced preparation of student groups ▪ Both sub groups write a protocol of carrying out the examples remotely and exchange it asynchronously. ▪ Develop own product/service ideas according to the different application fields 								
Project schedule	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;"><i>Planning period</i></td> <td style="width: 25%;"><i>Start / Kick Off</i></td> <td style="width: 25%;"><i>End</i></td> <td style="width: 25%;"><i>Total duration</i></td> </tr> <tr> <td>09/20 – 02/21</td> <td>04/04/21</td> <td>11/05/21</td> <td>6 WEEKS</td> </tr> </table>	<i>Planning period</i>	<i>Start / Kick Off</i>	<i>End</i>	<i>Total duration</i>	09/20 – 02/21	04/04/21	11/05/21	6 WEEKS	
<i>Planning period</i>	<i>Start / Kick Off</i>	<i>End</i>	<i>Total duration</i>							
09/20 – 02/21	04/04/21	11/05/21	6 WEEKS							
Pre-requisites	<p><i>None / Content of specific course / Specialization or major in FIELD / Other? e.g. work experience</i></p> <p>UAlbany: Basic knowledge about signals and systems, familiarity with linear algebra, multivariable calculus, optimization, programming skills</p> <p>HS Osnabrück: basic programming skills</p>									
Deliverables	<p><i>e.g.: Attendance in live sessions, reflection paper, project report, presentation etc.</i></p> <p>Attendance live, Project work as described under “main interaction model”</p>									
Team set-up	<p>Total number of students: 14 (8 HS Osnabrück/6 UAlbany)</p>	<p><i>Local teams of X students / Mixed teams of Y students</i></p> <p>joint live sessions/lectures, but local teams (2-3) for projects at each university</p>								
Student task	<p><i>Please define the specific task students will have to complete, i.e. specific case study/task description:</i></p> <p>Both study groups received the same technical components to conduct the experiment: microcontrollers and sensors (e.g., heartbeat sensor, GPS module). As an introduction to the topic, the students work on site in teams of two on the following experiments related of IoT:</p> <p>1. fitness smart watch, 2. road condition monitoring exercise: bicycle vibration detection, 3. smart home: monitoring of temperature/humidity/movement in rooms, 4. watering of indoor plants incl. measurement of solar radiation. Through the experiments, the students learn the programming techniques as well as how to handle the hardware. They present their results in the joint</p>									

	<p>synchronous events. At the end of the course, students work on freely chosen projects and develop own product/service ideas according to the different application fields (offline) and present the ideas to their fellow students as a virtual “product management” jury (online) with the idea of founding a OS/NY joint venture (online). They start implementing a prototype. The projects have to be handed in at UAlbany in mid-May, at HS OS in mid-June due to the later start of the semester.</p>
<p>Platforms & Software used</p>	<p>Zoom and MS Teams for lectures and communication WiPy, Coral Dev Board, USB Accelerator</p>
<p>Practice partner(s)</p>	<p><i>None / Business / Public Institution / NPO/NGO</i> None</p>

Virtual Global Classroom / COIL Design Framework:		
“Global Finance”		
Hochschule Bremen, University at Albany		
Departments: Global Management (HSB), Financial Market Regulations (UAlbany)		
Short Course Description	Understanding of the connections between financial markets, external relations, exchange rates and international finance and the emergence of financial crises are at the core of this course. Basically, the course offers insights into the general ideas of financial openness, financial tools, modern finance and money, spotlighting the EU, the US, and other international players.	
Main purpose	<i>Intercultural experience / Topic related case work or research task / Meta-competence</i> - Intercultural experience - Topic related case work, research talk - Meta-competence (e.g., virtual collaboration, project management)	
Curriculum allocation		
Modules (in which project is embedded)	HS Bremen: Global Management MBA / Global Finance UAlbany: BFIN 436 / International Financial Management	
Teaching period	HS Bremen: Spring term (usually March-July, course started in early Feb.)	UAlbany: Spring term (Feb. – May)
Student population	<i>Undergraduates (BA) / Graduates (Master) / Post-graduates / Other</i> HS Bremen: Undergraduates (Y1, Y2, Y3, Y4, Y5)/ Graduates Y1, Y2 (Master) UAlbany: (Undergraduates Y1, Y2, Y3, Y4, Y5)/ Graduates Y1, Y2 (Master)	
Student admission	<i>Voluntary / Mandatory / By application / Other</i> HS Bremen: Mandatory UAlbany: Mandatory	
Curriculum match	<i>Required YES/NO</i> YES	<i>YES, same area / No, interdisciplinary</i> YES, same area: Management Studies / topic: International/Global Finance
Grading / Recognition	<i>Separate or joint grading / Credits for?</i> Separate grading: only 15 percent of the marks are earned by the cooperation	<i>Certificate YES/NO</i> YES
ECTS / US credit	3ECTS / 3 US Credits	
Student collaboration		
Main forms of interaction	<i>Synchronous:</i> main event(s) LIVE. (please incl. dates and times), e.g. lecture, group work, result presentations February, 8th: COIL session (Icebreaker)	<i>Asynchronous:</i> Selected touch points such as kick-off, coaching, feedback

	February, 22nd: COIL session (Team Explorations) April, 12th: COIL session (HBS SimGame Cross-Cultural Communication) May, 3rd: COIL session (HBS SimGame, prep) May 5th: COIL Session (HBS SimGame)		Individual team meetings/ feedback/ coaching	
Project schedule	<i>Planning period</i> 10/20 – 01/21	<i>Start / Kick Off</i> 03/02/21	<i>End</i> 05/05/21	<i>Total duration</i> 14 WEEKS
Pre-requisites	<i>None / Content of specific course / Specialization or major in FIELD / Other? e.g. work experience</i> None			
Deliverables	<i>e.g.: Attendance in live sessions, reflection paper, project report, presentation etc.</i> Attendance live, Simulation Game, Written Exam (HSB)			
Team set-up	Total number of students: 34 HSB: 18 students UAlbany: 16 students		<i>Local teams of X students / Mixed teams of Y students</i> Mixed teams of about 5 students	
Task	<p><i>Please define the specific task students will have to complete, i.e. specific case study/task description:</i></p> <p>Simulation Game "Tip of the Iceberg": Students are required to work on a Simulation Game together in mixed groups. Tip of the Iceberg is a simulated game in which two native speakers of English and two non-native speakers role play as CEO and CFO, collecting as much information as they can in 15-20 minutes for a presentation to a venture capitalist to obtain investment in a water purification unit. The students' task is to learn to communicate effectively with their teammates despite language differences.</p> <p>For the Blackstone/Celanease SimGame the HBS explains: " The Blackstone simulation is most appropriate for graduate students or business executives who understand the core concepts taught in introductory finance courses at the MBA level, although it has been used with advanced undergraduate students. The simulation also may be taught in finance courses or modules such as Valuation, Deal Structuring/Financing, Due Diligence, Mergers and Acquisitions, Private Equity Finance, Negotiation and Strategy, among others" The game takes more than 120 minutes and needs an appropriate financial understanding by the students. They have to negotiate and to find a successful way for a deal.</p>			
Platforms & Software used	Blackboard, Slack, AULIS (HSB), Harvard Business, Zoom, Excel			
Practice partner(s)	None			

Virtual Global Classroom / COIL Design Framework:		
“Air pollution control”		
Hochschule Bremen & University at Albany		
Departments: Environmental Engineering (HSB), Environmental and Sustainable Engineering (UAlbany)		
Short Course Description	This course provides a detailed coverage of two key components: information on air pollutants and design training on how to control air pollution. Students will get hands-on experience on air quality data analysis through case studies, design projects, and learn to answer the real-world air quality issues as well as can demonstrate the state-of-the-art air pollution control methods to improve air quality.	
Main purpose	<i>Intercultural experience / Topic related case work or research task / Meta-competence</i> - Topic related case work, research task	
Curriculum allocation		
Module (in which project is embedded)	HS Bremen: International Degree Programme in Environmental Engineering / Elective Module “Air Pollution Control” UAlbany: Environmental and Sustainable Engineering / Air Pollution Control	
Teaching period	HS Bremen: Spring term (usually Mar-Jul, course started in early Feb.)	UAlbany: Spring term (Feb - May)
Student population	<i>Undergraduates (BA) / Graduates (Master) / Post-graduates / Other</i> HS Bremen: Undergraduates Y3, Y4, Y5 UAlbany: Undergraduates Y3, Y4, Y5	
Student admission	<i>Voluntary / Mandatory / By application / Other</i> HS Bremen: Voluntary (Elective module) UAlbany: Voluntary (Elective module)	
Curriculum match	<i>Required: YES/NO</i> YES	<i>YES, same area / No, interdisciplinary</i> YES, same area: Environmental Engineering
Grading / Recognition	<i>Separate or joint grading / Credits for?</i> joint grading: individual case study, group presentation, individual photo journal	<i>Certificate YES/NO</i> NO
ECTS / US credit	6 ECTS / 3 US Credits	
Student collaboration		
Main forms of interaction	<i>Synchronous (main event(s) LIVE, please include dates and times), e.g. lecture, group work, result presentations</i> Live lectures twice a week Case Study presentation, Design project presentation, photo-journal presentation	<i>Asynchronous:</i> <i>Selected touch points such as kick-off, coaching, feedback</i> Individual team meetings

Project schedule	<i>Planning period</i> 09/20 – 01/21	<i>Start / Kick Off</i> 01/02/21	<i>End</i> 15/05/21	<i>Total duration</i> 15 WEEKS
Pre-requisites	<i>None / Content of specific course / Specialization or major in FIELD / Other? e.g. work experience</i> None			
Deliverables	<i>e.g.: Attendance in live sessions, reflection paper, project report, presentation etc.</i> Attendance live, Case study, design project, photo journal			
Team set-up	Total number of students: 8		<i>Local teams of X students / Mixed teams of Y students</i> 4 students from HSB join group of 4 students from UAlbany	
Task	<i>Please define the specific task students will have to complete, i.e. specific case study/task description:</i> Conduct a photo-journal assignment to draw connections with physical, social and cultural aspects of the environment/ Conduct a case study using publicly available air quality data (NYS and German cities) and focus current state of air quality during COVID-19 pandemic/ Conduct a design project to assess the state-of-the-art stationary and mobile air pollution control methods being used and propose/ Design appropriate strategy to reduce air pollution/ Class discussion on local and global air pollution issues			
Platforms & Software used	Zoom; Blackboard; OneDrive			
Practice partner(s)	<i>None / Business / Public Institution / NPO/NGO</i> None			

Virtual Global Classroom / COIL Design Framework: “Design and Emerging Technologies” Hochschule München, SUNY Canton Departments: Engineering and Management (HM), Graphic and Multimedia Design (Canton)				
Short Course Description	At both SUNY and HM, three lectures are linked in three consecutive semesters. The aim is to strengthen interdisciplinary transfer thinking and intercultural exchange. The necessary close exchange between student teams from HM & SUNY will primarily take place in online workshops. The students should learn and experience how to transfer their concepts and ideas smoothly or with little friction. The interface between development and production on the one hand, but also between marketing and production on the other hand is critical in many companies, especially if the teams concerned are located in different countries. At the same time, time for the transfer is limited, which is expressed in the limited overlapping phase of the courses. Thus, the students get to know operational situations and framework conditions in a realistic way.			
Main purpose	<i>Intercultural experience / Topic related case work or research task / Meta-competence</i> - Intercultural experience - Topic related case work or research task - Meta-competence (e.g. virtual collaboration, project management)			
Curriculum allocation				
Module (in which project is embedded)	HM: 3D printing & design Canton: Multimedia Product Design			
Teaching period	HM: Spring semester (March-Jul)		Canton: Fall term (Aug-Dec)	
Student population	Undergraduates Y3 & Y4	Graduates	Post-graduates	Other?
Student admission	Voluntary	Mandatory	By application	Other?
Curriculum match	Required YES/NO NO		YES, same area / No, interdisciplinary No, the focus lies on connecting different competencies	
Grading / Recognition	Separate or joint grading / Credits for? Separate			Certificate YES/NO NO
ECTS / US credit				
Student collaboration				
Main forms of interaction	<i>Synchronous:</i> main event(s) LIVE. (please incl. dates and times), e.g. lecture, group work, result presentations main event(s) LIVE. (Sept. 2021, tbd.), e.g. lecture, group work, result presentations		<i>Asynchronous:</i> Selected touch points such as kick-off, coaching, feedback Primarily asynchronous workshops	

Project schedule	<i>Planning period</i> 01/21 – 03/21	<i>Start / Kick Off</i> 03/21	<i>End</i> 12/21	<i>Total duration</i> 30 WEEKS
Pre-requisites	<i>None / Content of specific course / Specialization or major in FIELD / Other? e.g. work experience</i>			
Deliverables	<i>e.g.: Attendance in live sessions, reflection paper, project report, presentation etc.</i> project report			
Team set-up	Total number of students: 20+20		<i>Local teams of X students / Mixed teams of Y students</i> Local teams of 20 students Mixed teams of 10 students	
Student task	<i>Please define the specific task students will have to complete, i.e. specific case study/task description:</i> In the first lecture "3D-printing & -design" @ HM the focus is on development & conception: The students create their own product e.g., for a new board game. Besides the game idea, they design the game pieces etc. using CAD, the basics of which they learn in the course. Finally, they make samples using 3D printing. This product idea is transferred to SUNY. In the "Project Management" lecture that follows there, they take it up and design a product development concept or production concept. Finally, these results are transferred back to HM students. In the course "Strategic Business Simulation", the market for this new product is analyzed, a marketing concept is designed and consideration is given to how this new product can be placed in the market.			
Platforms & Software used	Zoom, moodle, CAD-software			
Practice partner(s)	<i>None / Business / Public Institution / NPO/NGO</i>			

Virtual Global Classroom / COIL Design Framework: “Techtalkers: Science, Technology and Environmental Journalism” Hochschule München, SUNY ESF Departments: 05 (HM), Environmental Studies (ESF)				
Short Course Description	Students will gain experience with the conceptualization and production of texts for public consumption. They will write about scientific, technological, and environmental topic, produce and publish them on techtalkers.hm.edu. We want to provide an intercultural experience for our German and US students as well as give them experience communicating out to intercultural audiences.			
Main purpose	<i>Intercultural experience / Topic related case work or research task / Meta-competence</i> - Intercultural experience - Topic related case work or research task - Meta-competence			
Curriculum allocation				
Module (in which the project is embedded)	HM: Course / Module: 619.DM ESF: Course/ Module: EST 395, EST493			
Teaching period	HM: Spring semester (Apr-July)		ESF: Spring term (Jan-May)	
Student population	<i>Undergraduates (BA) / Graduates (Master) / Post-graduates / Other</i> HM: Undergraduates (Y3, Y4)/ Graduates Y1, Y2 (Master) ESF: Undergraduates (Y3, Y4)/ Graduates Y1, Y2 (Master)			
Student admission	Voluntary	Mandatory	By application	Other?
Curriculum match	<i>Required: YES/NO</i> YES	<i>YES, same area / No, interdisciplinary</i> YES, same area (communication, journalism) and specific topic (science, technology, environment)		
Grading / Recognition	<i>Separate or joint grading / Credits for?</i> <u>Separate</u> grading <ul style="list-style-type: none"> • Writers: 2 texts per person • Illustrators: 4 illustrations in total (responsible for 2 writers each) • Editors: read each text twice and provide feedback (responsible for 2 writers each) • Team for SEO, webadministration, and coordination: project management and search engine optimization of posts • All: Reflection about the experience 			<i>Certificate YES/NO</i> YES
ECTS / US credit	<u>5 ECTS</u>			
Student collaboration				

Main forms of interaction	<p><i>Synchronous:</i> main event(s) LIVE. (please incl. dates and times), e.g. lecture, group work, result presentations</p> <p>10 live sessions</p> <p>March 30th: Introduction to ESF-University of Munich experience - Lecture (introduction to experience, expectations and icebreakers)</p> <p>Week 1: Introduction, blog brainstorming, team and role picks, ideation for the publication plan</p> <p>Week 2: Lecture and team meetings with instructors, ideation for articles, research</p> <p>Week 3: Lecture, team meetings with instructors, work on first suite of articles</p> <p>Week 4: Lecture, team meetings with instructors, finalization and publication of first suite of articles, work on second suite of articles</p> <p>Week 5 Lecture, team meetings with instructors, finalization and publication of second suite of articles, experience debrief</p>		<p><i>Asynchronous:</i> Selected touch points such as kick-off, coaching, feedback</p> <p>Students work on texts in teams</p>	
Project schedule	<p><i>Planning period</i> 09/20 – 02/21</p>	<p><i>Start / Kick Off</i> 30/03/21</p>	<p><i>End</i> 29/04/21</p>	<p><i>Total duration</i> 5 WEEKS</p>
Pre-requisites	<p>None / Content of specific course / Specialization or major in FIELD / Other? e.g. work experience</p>			
Deliverables	<p>e.g.: Attendance in live sessions, reflection paper, project report, presentation etc.</p> <p>Attendance live, Text production, Illustrations, Project management</p>			
Team set-up	<p>Total number of students: 41 (19 in the module EST 395)</p>		<p>Local teams of X students / Mixed teams of Y students</p> <p>Mixed teams of 4-8 students</p>	
Student task	<p>Please define the specific task students will have to complete, i.e. specific case study/task description:</p> <p>Production of a science and technology blog. Students will work in mixed teams and choose their own topics within the areas of science, technology and environment. Through joint teamwork and small groups, students will work on concept generation and text production for the blog. Each student is expected to co-produce three texts during the course of the experience, with the text publication being a group effort. Students will take one of a handful of roles in the publication process (e.g., writer, illustrator, editor). Publications will be published in both English and German.</p>			
Platforms & Software used	<p>Wordpress (techtalkers.hm.edu), Zoom, Google drive, Miro</p>			

Practice partner(s)	<i>None / Business / Public Institution / NPO/NGO</i>
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Virtual Global Classroom / COIL Design Framework:				
“Global Leadership”				
Partner Universities: Hochschule München University of Applied Sciences (HM), University at Albany				
Departments: Business Department (HM), Center for Leadership and Service (UAlbany)				
Short Course Description	The module is designed to develop an in-depth knowledge and understanding of the major leadership issues businesses are confronted with when developing and operating in global markets. It is devoted to the theoretical and applied aspects of corporate leadership. A special focus is put to the global context of leadership application. It introduces key theories of international leadership, including the determinants and the impact of leadership models.			
Main purpose	<i>Intercultural experience / Topic related case work or research task / Meta-competence</i> - Intercultural experience - Topic-related case work, research task - Meta-competence e.g. virtual collaboration, project management			
Curriculum allocation				
Modules (in which project is embedded)	HM:	Course / Module		
	UAlbany:	Course/ Module		
Teaching period	HM: Spring semester (Apr-July)		UAlbany: Spring term (Feb.-May)	
Student population	Undergraduates Y3, Y4,	Graduates Y1, Y2 (Master)	Post-graduates	Other?
Student admission	Voluntary	Mandatory X	By application	Other?
Curriculum match	<i>Required: YES/ NO</i> YES	<i>YES, same area</i> (e.g. HR, Law, ..) or specific topic, e.g. Operations Mgt		
Grading / Recognition	<i>Separate or joint grading?</i> Separate Grading requirements and recognition of credits			<i>Certificate YES/NO</i> No
ECTS / US credit	<u>5 ECTS</u>			
Student collaboration				
Main forms of interaction	<i>Synchronous:</i> main event(s) LIVE. (please incl. dates and times), e.g. lecture, group work, result presentations 90 minutes live sessions each week: lectures, team work, 2 presentation sessions March 24th - May 5th, 2021 (7 joint sessions of 1.5hrs)		<i>Asynchronous:</i> Selected touch points such as kick-off, coaching, feedback Case Study Work, Presentation preparation	
Project schedule	<i>Planning period</i>	<i>Start / Kick Off</i>	<i>End</i>	<i>Total duration</i>

	09/20 – 02/21	24/03/21	05/05/21	7 WEEKS
Pre-requisites	None	Content of specific COURSE(S)	Specialization or major in FIELD	Other? e.g. work experience ..
Deliverables	Attendance live, Case study analysis and class presentation			
Team set-up	Total number of students: 54		Local teams of students: HM: 20 UAlbany: 34 Mixed teams of 8 students	
Student collaboration	<p><i>Please define the specific task students will have to complete:</i></p> <p>The students will first receive impulses on various aspects of leadership and will then work together in teams on the Harvard Business School case study Everest on the topic of Leadership in Crisis Situations. In addition to two case-specific questions, they are required to analyse a leadership theory assigned to each team on the basis of the case and to argue the applicability and limitations of the theory on the case.</p>			
Platforms & Software used	Moodle, Zoom			
Practice partner(s)	None	Business	Public institution	NPO / NGO