

# Meet-the-Expert: Easy access to global knowledge

## International researchers and practitioners present diverse topics in Social Work

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### Motivation

Internationalization no longer requires the physical presence of lecturers, scientists, practitioners or experts in a classroom, but merely the access to an online platform with audio and video features and the will to share the knowledge and experience with larger masses.

#### COVID-19 outbreak : Turning threat into an internationalization opportunity

#### THREATS

##### Limited physical international mobility

- Dramatical drop in the number of international students and guest lecturers
- Lack of outgoing opportunities for students

#### OPPORTUNITIES

- New ways to maintain and attract international collaborations and partners
- Chance to provide an international environment for the students.

#### RESOURCES

- Better technologies of digital access
- Quick acceptance of the novel experience of digitalization by the students and faculty members

**Result:** The format “Meet-the-Expert”, organized by the Center for Intercultural Competence (ZIK) at the DHBW, brings together international scientists and practitioners with students and faculty members. The series of digital lectures consist of open presentations, round-table talks and interactive discussions. Students and faculty members from all faculties are invited.

### Target Areas & Expected Outcomes

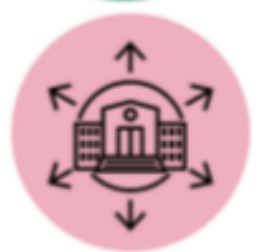
Intercultural competence requires a combination of specific knowledge, skills, and attitudes that lead to successful interactions (Berardo & Deardorff, 23).

Rather than focusing on learning strategies for the separate elements of intercultural competence in isolation, it is probably more fruitful to create learning experiences that set in motion a broad and overall development towards greater competency in the various aspects in conjunction (Hoffmann, 2019, 72).

#### Target areas (DAAD) of the international “Meet-the-Expert” series



T1: Collaboration, Cooperation and Partnerships



T5: Knowledge Transfer, 'Third Mission' and Open Education

#### Expected Outcomes For the University

- Attracting and maintaining international partners for cooperative research and practice (i.e. practical internship semester).

#### For the Students

- Knowledge: learning about different methods, backgrounds, history, values, politics, economics, communication styles, values, beliefs and academic practices; hear about global issues and trends.
- Attitudes: engage openly with other researchers' and the practitioners' ideas; increase empathy and gain an ethno-relative perspective.
- Skills: improving critical thinking by viewing and interpreting the world from other cultures' point of view; listening, observing, evaluating consciously and being aware of existing biases by using tools to minimize ethnocentrism.

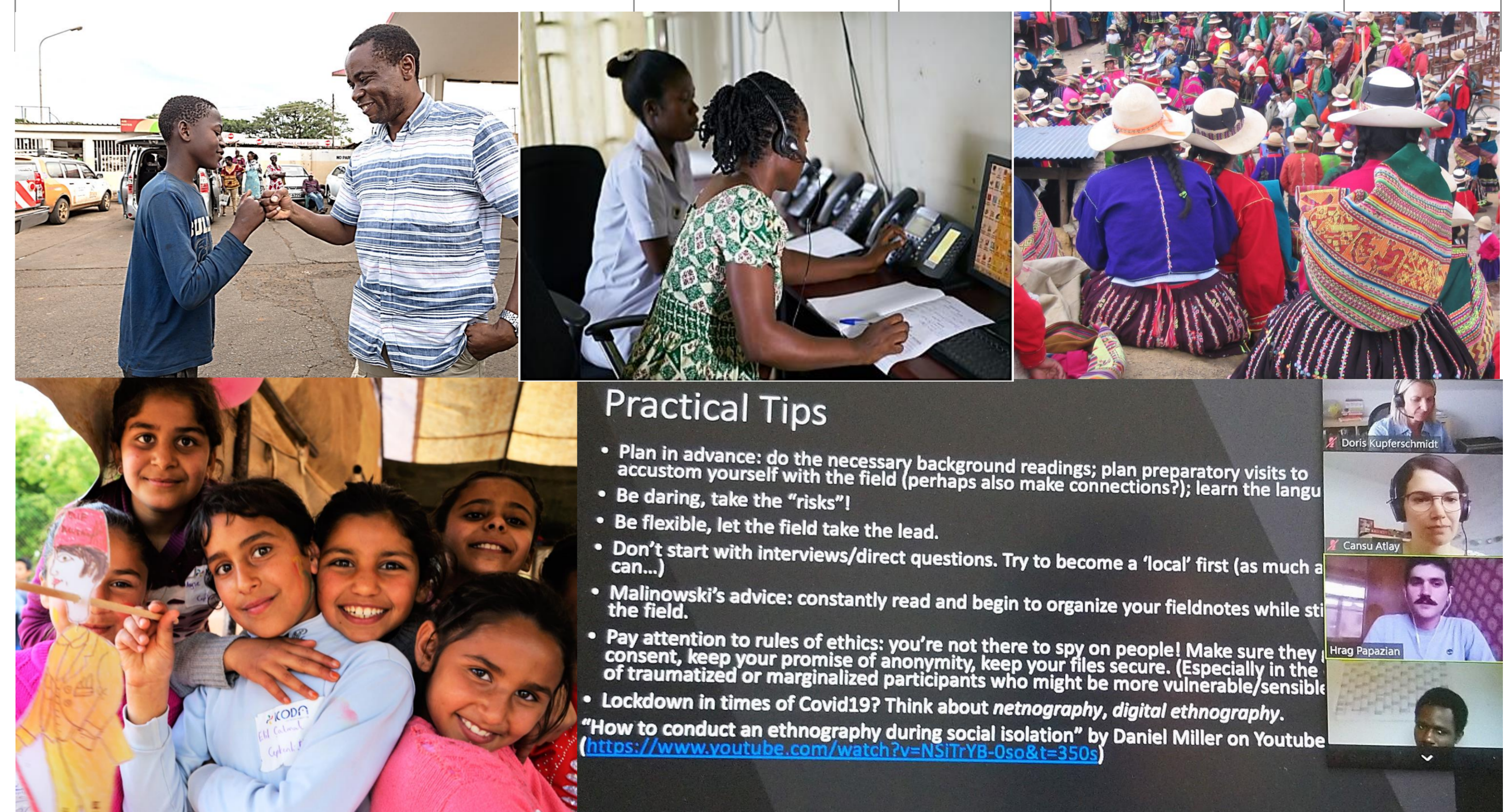
### Literature

Bennett, M.J. (1993). Towards Ethnorelativism: A Developmental Model of Cultural Relativism. In R. Paige, R. (ed.), *Education for the Intercultural Experience*. Yarmouth ME: Intercultural Press.  
Deardorff, D. K. (2006). The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States. *Journal of Studies in International Education*, 10, 241-266  
Berardo, K., & Deardorff, D. K. (2012). *Building Cultural Competence*. Sterling Virginia: Stylus Publishing.  
Hoffmann, E., & Verdooren, A. (2019). *Diversity Competence. Cultures Don't Meet, People Do*. Glasgow, UK: CABI.

### Meet-the-Expert: Series of lectures



Topic	Lecturer	Country	Institution/ NGO	Date
<b>Into the Field: From Theory to Practice</b> Guest speakers present their studies which utilized various scientific research methods. The session covers diverse projects such as the health awareness of migrants from sub-Saharan Africa to the ethnography of minority groups in Turkey. The speakers also provide tips for social workers to easily enter and conduct empirical research in the “field”.	Dr. Daniel Opoku, Stephen Amoah MSc., Dr. Hrag Papazian, Misra Özkus M.A.	<b>Ghana</b> <b>Germany</b> <b>Armenia</b> <b>UK</b>	TU Berlin, Kwame Nkrumah University of Science and Technology, Charite Universitätsmedizin, University of Oxford; EBRD	7/2020
<b>Education among indigenous people in Bolivia</b> Vargas gives a historical background and the current political situation of the Andean people. He focuses on how the governments of the past 20 years have significantly influenced the proportion of people living in poverty and how education was used as a tool for social engineering.	Prof. Dr. Germán Vargas	<b>Spain</b>	University of Santiago de Compostela	7/2020
<b>Mobile Youth Work and its impact on promoting democracy and peace in Kenya and Germany</b> Okombo and Puhm present how they introduced the professional youth counselling concept, Mobile Youth Work, as the first African pilot project in Kisumu, Kenya. They address questions such as to what extent can the approach developed in Germany be applied to a country like Kenya and what lessons can be learned from this initiative.	Davies Okombo Jonas Puhm M.A.	<b>Kenya</b> <b>Germany</b>	UHURU United Community Development Project (UCDP) UHURU e.V.	8/2020
<b>Defining and Measuring Social Impact in Grant Programs</b> Bayar-Hildgen discusses the social impact approach and its importance for grantmaking and philanthropic institutions. Successful project examples on rural education, disability rights and gender equality are provided.	Aysegül Bayar Hildgen, M.A.	<b>Turkey</b>	Sabancı Foundation	9/2020
<b>Education and Counseling for Children's Well Being in Romania</b>	Dr. Gabriela Kelemen	<b>Romania</b>	Aurel Vlaicu University of Arad	11/2020
<b>Youth work in Great Britain - new developments and challenges</b>	Dr. Ilona Buchroth	<b>UK</b>	University of Sunderland	TBA



#### Practical Tips

- Plan in advance: do the necessary background readings; plan preparatory visits to accustom yourself with the field (perhaps also make connections?); learn the language.
- Be daring, take the “risks”!
- Be flexible, let the field take the lead.
- Don't start with interviews/direct questions. Try to become a 'local' first (as much as you can...)
- Malinowski's advice: constantly read and begin to organize your fieldnotes while still in the field.
- Pay attention to rules of ethics: you're not there to spy on people! Make sure they consent, keep your promise of anonymity, keep your files secure. (Especially in the case of traumatized or marginalized participants who might be more vulnerable/sensitive)
- Lockdown in times of Covid19? Think about *netnography*, *digital ethnography*.

“How to conduct an ethnography during social isolation” by Daniel Miller on Youtube (<https://www.youtube.com/watch?v=Ns1rY8-Js0k&t=330s>)