

DIGITAL MEDIA ON CAMPUS



*The **eCampus** of Göttingen University provides many digital services to students through a single log-in point. The homepage of the online portal can be adapted to meet your individual needs and preferences, also offering useful information about all topics related to studying at the university.*

OVERVIEW OF THE MOST IMPORTANT DIGITAL MEDIA AT THE UNIVERSITY:



- eCampus
- Self-service functions
- Stud.IP
- UniVZ
- FlexNow
- University Map
- Computers
- Printers

DIGITAL MEDIA CHANNELS AND THEIR DIFFERENT FUNCTIONS:

MEDIA:	FUNCTIONS:
1. eCampus	The central access point to all relevant online functions: https://ecampus.uni-goettingen.de
2. Self-service functions	The self-service function allows for password changes, creating study schedules, payment of the semester fee, accessing printable study certificates and updating your contact information.
3. Stud.IP	A learning management system for the organization of study courses with materials and notes on study content available for downloading.
4. UniVZ	Course Catalogue and the University's central information system with data on study courses, staff, facilities, rooms, dates and modules.
5. FlexNow	The university's exam management system. Here you can register and deregister for your examinations, and access your test results, grades, and performance records. Instructions for international students are located here: Uni-Homepage-> FlexNow -> Student information
6. University Map	This map contains information on Infrastructure (such as computers & printers available on campus), bus stops, campus safety and accessibility resources, as well as sights to see on campus.
7. Computers	An overview of computer and printer facilities is located here: http://lageplan.uni-goettingen.de . Click on the button "IT-Infrastructure" in the upper menu (POI-selection)!
8. Printers	Your account provides you with options for low cost printing from your own computer or at different locations on campus. More Information is available here: https://wiki.student.uni-goettingen.de/en/support/drucken

HELP:

Help & IT-Support:

<https://wiki.student.uni-goettingen.de/start>

Stud.IT Start Up information:

<https://www.youtube.com/watch?v=k7WgelxgJ7U&feature=youtu.be>



CONTENT-RELATED TASKS AND DIGITAL MEDIA:

1. How can you update your contact information at the university?
2. What courses are available to you this semester?
3. How can you arrange your time schedule online?
4. How can you contact your professors? When are their office hours?
5. How can you register and deregister for exams? How can you review your performance records?
6. Where can you find computers that are available for students? How can you log-in to use the computers and printers?

INTERCULTURAL TASKS AND DIGITAL MEDIA:

1. To what extent does the digital media provided by the university represent a support service of the university for you as a student?
2. Do the university's digital resources meet your needs and expectations? Or do you find that there are important resources and facilities missing?
3. Comparing countries and cultures of origin: How is digitalisation perceived in your culture and country of origin? Is digitalisation seen in a positive light in terms of technical possibilities, improved services and new applications, or do the risks outweigh the benefits? What explanations might there be for the different points of view?
4. Are you concerned about issues related to data protection when using digital mediums? Are you concerned about your own data protection and how it is affected through the use of online media?

STUDY AND EXAM REGULATIONS

Modules and ECTS-Points

The study and examination regulations is perhaps the most important document you will need during your studies. It provides the road map for navigating a successful finish.



WHAT ARE THE STUDY AND EXAMINATION REGULATIONS?

The study and exam regulations set the framework for your studies. They define the rules according to which you study, determine compulsory and optional contents and form the examination framework of your degree program. With these guidelines you can plan and structure your studies thereby influencing your academic success in a positive way.

They provide information and recommendations on the following topics:






- ➔ Study composition
- ➔ Goals
- ➔ Content
- ➔ Structure and duration
- ➔ Requirements
- ➔ Study organization

WHAT IS A MODULE?

A degree program is divided into modules, which usually have to be studied in a certain order: the different modules are set up so that they build on each other. A module deals with a superordinate topic that can take place over one or two semesters and often comprises various courses that are thematically related (e.g. lectures with seminars or exercises). A module can consist of several sub-modules. To complete a module, you must complete all sub-modules first and, if necessary, pass all the exams provided.

Example:

Modul B.WIWI-WIN.0002: Management der Informationswirtschaft (6 ECTS)		
	Lecture	Management of Information Economy (2 ECTS)
	Exercise	Methodical Exercise Management Information Economy (2 ECTS)
	Exercise	Content Exercise Management Information Economy (2 ECTS)

WHAT IS A MODULE INDEX?

A module index contains comprehensive descriptions of all modules within a study program and is part of the study and examination regulations. It provides information on these topics for each individual module:



- Learning goals and competencies
- Requirements
- Content of the module
- Examination forms
- Examination Requirements
- Access requirements
- Previous module knowledge
- Language
- Repeatability
- Recommended semester
- Workload and credits

WHAT ARE ECTS-POINTS?

"ECTS" is the abbreviation for "European Credit Transfer System", the European uniform framework for the assessment of study and examination achievements. ECTS points are also called credits, credit points, or study points. They describe the amount of work that students have to complete within a module or degree program. According to ECTS, one credit corresponds to approximately 25-30 hours of work. As a rule, 30 credits should be earned per semester in order to complete the program within the standard period of study. A Bachelor's program, which is designed for a standard period of study of six semesters, usually comprises 180 credits. A Master's degree program lasting four semesters usually comprises 120 credits.

FURTHER INFORMATION:

Where can you find your study and exam regulations? Go to

- ➔ www.uni-goettingen.de/studium
- ➔ „Range of Study Programs“
- ➔ „Degree Programs from A to Z“

CONTENT-RELATED TASKS ON STUDY AND EXAM REGULATIONS AND MODULES

1. Where can you find the module index for your degree program?
2. Choose one module from your module index, which you would like to take. What information can you get from the module description? (Alternatively: Work with the example of module B.WIWI-WB.0004: Introduction to scientific work, see below)
 - a. How many credits do you get for the module?
 - b. What does SWS mean?
 - c. Are there any access requirements?
 - d. What previous knowledge is recommended? How do the “access requirements” differ from “recommended previous knowledge”?
 - e. How extensive is the workload? How is it organized?
 - f. What forms of examination are required?
 - g. For which semester is the module recommended?
3. Is there a study plan for your degree program? Please refer to the study and exam regulations or the website of the respective institute or seminar.
4. Where do the study and exam regulations offer flexibility in order to complete your studies?

INTERCULTURAL TASKS ON STUDY AND EXAM REGULATIONS AND MODULES:

1. Do you think the study and exam regulations are useful? If so, why or why not?
2. To what extent do the study and exam regulations represent a service or further support for university students?
3. Comparing countries and cultures of origin: How are your studies organized? How does your university guarantee that the academic achievements of students coming from abroad are recognized as equal? Are credits earned equal in value and are degrees recognized as equivalent at your university? What are the advantages and disadvantages of the systems in comparison?
4. With the introduction of Bachelor's and Master's degrees and the ECTS system, degree programs in Germany have been modernised and the degrees are internationally recognised. Many advantages have arisen, e.g. the introduction of a standard period of study, a structured curriculum, an increase in the practical relevance and the amount of soft skills as part of the study program. At the same time, much criticism has been voiced. Which of the improvements have their drawbacks? What disadvantages are there to the Bachelor and Master degrees and the ECTS system?
5. Imagine you could draw up your own study and exam regulations. How would they look like?
6. What happens if you exceed the time limits to complete your study program (e.g. in terms of financing your studies)?

EXAMPLE OF A MODULE DESCRIPTION

Excerpt from the module index of the Bachelor of Business Administration

Modul B.WIWI-WB.0004 - Version 1

Georg-August-Universität Göttingen Modul B.WIWI-WB.0004: Einführung in das wissenschaftliche Arbeiten <i>English title: Introduction to Standards and Methods of Academic Work</i>		3 C 2 SWS
Lernziele/Kompetenzen: Die Studierenden sind in der Lage, eine wissenschaftliche Arbeit zu planen und zu verfassen. Darüber hinaus beherrschen sie Techniken der Literaturrecherche, der Literaturverwaltung sowie der Zitation. Sie können verschiedene Arten von Quellen voneinander unterscheiden und diese adäquat nutzen. Außerdem kennen Sie die grundsätzlichen Bewertungsmaßstäbe für wissenschaftliche Arbeiten.		Arbeitsaufwand: Präsenzzeit: 28 Stunden Selbststudium: 62 Stunden
Lehrveranstaltung: Einführung in das wissenschaftliche Arbeiten (Seminar) <i>Inhalte:</i> Die Veranstaltung thematisiert die Grundlagen des wissenschaftlichen Arbeitens in den Wirtschafts- und Sozialwissenschaften. Es werden die wesentlichen Schritte bei der Planung und Erstellung einer wissenschaftlichen Arbeit diskutiert und die Grundformen solcher Arbeiten erläutert. Darüber hinaus werden Techniken der Literaturrecherche und der Zitation sowie der Umgang mit Quellen unterschiedlicher Art und Güte behandelt. Es werden außerdem Bewertungskriterien für die Beurteilung wissenschaftlicher Arbeiten angesprochen.		2 SWS
Prüfung: Hausarbeit (max. 10 Seiten)		3 C
Prüfungsanforderungen: Die Studierenden weisen in der Modulprüfung nach, dass sie in der Lage sind, eine wissenschaftliche Arbeit zu planen und zu erstellen. Außerdem zeigen sie, dass sie die Techniken zur Literaturrecherche und Zitation beherrschen.		
Zugangsvoraussetzungen: keine	Empfohlene Vorkenntnisse: keine	
Sprache: Deutsch	Modulverantwortliche[r]: Prof. Dr. Susan Seeber	
Angebotshäufigkeit: jedes Semester	Dauer: 1 Semester	
Wiederholbarkeit: zweimalig	Empfohlenes Fachsemester: 3 - 5	
Maximale Studierendenzahl: nicht begrenzt		

STRUCTURE OF STUDY PROGRAMMES & TIMETABLE CREATION

Structure of study programmes

An undergraduate (e.g. Bachelor) or graduate (e.g. Master) programme are generally divided into these sections:

- ➔ the section subject-specific expertise,
- ➔ the section of specialisation (key competences),
- ➔ the thesis (or a final module).



BASIC INFORMATION

The degree programme not only teaches subject-specific skills, but also more general and transferable skills that should enable students to cope with known and unknown situations in both, personal and professional environments. A course of study thus has the aim of providing both subject and occupation-related training and of contributing to general personality development.

The **subject-specific study programme** is divided into the modules of the specialised scientific education - in mono-Bachelor's programmes and Master's programmes in one subject or study programme, in bachelor's programmes in two subjects or study programmes. It concludes with the **final thesis** (or a **final module**).

The university also has a wide range of offers for the training of key competences, which often have to be chosen freely within the framework of the **specialisation area**, but must be attended to a minimum extent (<https://www.uni-goettingen.de/de/196175.html>). The competences imparted have a multidisciplinary character or they are oriented towards specific occupational fields.

The offer can be divided into four areas:

professional competence	covers professional knowledge and skills,, which can be used in subject multidisciplinary contexts.
methodical competence	includes teaching strategies, media competence, skills in information research, planning, project and innovation management as well as teaching, consulting and research skills.
social competence	is the ability to react and respond to other people in a situation-appropriate manner and to communicate appropriately, even in the event of conflict. Social competence also includes leadership skills and intercultural knowledge.
self competence	or personality competence includes the ability to work in a focused and disciplined manner, to take responsibility and to adapt to changing circumstances. This includes diligence, the ability to reflect and to realistically assess one's own strengths and weaknesses. Willingness to perform, mobility, creativity, time management, self-management/organization and motivation are also part of it.

TIMETABLE CREATION – GENERAL NOTES

Selection of modules:

Study and examination achievements are achieved in compulsory modules, elective compulsory modules and elective modules.

compulsory module	are modules that must be completed by all students of a course of study. They convey central contents of a subject and are often taken at the beginning of the course. They also give a good impression of whether the choice of subject was the right one.
elective compulsory module	are obligatory modules, which are offered with different contents. Students can choose an option and thus set their own priorities.
elective module	are modules that students can choose from a larger but predetermined range of courses in order to acquire additional knowledge and qualifications that complement their studies or facilitate their entry into professional life. They enable students to individually design their studies.

For the creation of your semester-timetables you will need the following tools:

- ➔ Study and exams regulation
- ➔ Exemplary study plan
- ➔ List of modules
- ➔ Access to the online platforms UniVZ and Stud IP to retrieve information on courses offered and to register for courses.

Scheduling:

- ➔ Which proof of performance must be provided in which semester?

Not all courses are offered in every semester, so you should make sure that you take the (elective) compulsory modules that are intended for the semester or academic year in question. Otherwise, your studies could be delayed by further semesters.

- ➔ How many events can you attend simultaneously?

Please take into account all services that are necessary in addition to attending the events in order to receive the certificates of achievement (e.g. presentations, exams, homework, preparation and follow-up). You should acquire about 30 credit points per semester and for this you should not attend more than 20 semester hours of courses per week. At the beginning of your studies it is better to take less than more in order to avoid excessive demands.

Module selection:

First of all, you have to take part in compulsory courses. Then select events from the compulsory and optional areas that interest you and that complement your compulsory courses. Your selection may be limited by your time options, and of course events may not overlap. Before you register, you should make sure that the courses are assigned to the module you want to take. Read the remarks and comments in the module description and in Stud.IP carefully. There you will also find the registration modalities. You should register for all interesting courses, because you don't know in which course you will actually get a place - sometimes there are not enough places available for everyone.

Exams Registration:

The registration for courses in StudIP does not replace the registration in FlexNow for the acceptance of the exams. If you want to take an exam, you have to register in FlexNow for the exam in time. Dates for the exams can be found in the UniVZ at the information about the course.

HELP:

- ➔ Tutorial for the timetable creation on e-Campus:
<https://www.youtube.com/watch?v=aD7OxLrH0rM>
- ➔ Tutorial of the faculty of humanities for the timetable creation:
<http://www.uni-goettingen.de/de/stundenplanberatung+an+der+philosophischen+fakult%C3%A4t/448227.html> (German)

CONTENT-RELATED TASKS FOR STUDY COURSES AND TIMETABLE CREATION:

1. Have a look at the exemplary study plan for your study course. To what extent does it offer you flexibility in choosing your courses?
2. Do you enjoy the flexibility that is offered to you in the design of your study programme? Or do you find it a burden? Why?
3. Can you set individual study priorities in your degree programme? If so, which specialisation would be useful for your studies? Why?
4. Which elective courses are useful for practising the professions that interest you? How do you deal with the range of elective courses on offer if you do not yet have a specific job description in mind?

INTERCULTURAL TASKS FOR STUDY COURSES AND TIMETABLE CREATION:

1. Do you find the study and exam regulations useful? To what extent does it make sense?
2. Comparing the countries and cultures of origin: How is the study programme organised? How is the equal treatment of students, the uniformity of the work required for a degree and the comparability of degrees ensured? What are the advantages and disadvantages of the systems in comparison?
3. Do you find it difficult to follow and understand the study and exam regulations? Which terms or structural aspects are not understandable or comprehensible for you?

TYPES OF COURSES & STUDY ORGANISATION



Modules usually combine several courses, which can include different types of courses. The most important and most frequent types are briefly described below.

TYPES OF COURSES



- ➔ Propaedeutic or introductory course
- ➔ Lecture
- ➔ Exercise
- ➔ Tutorial
- ➔ Undergraduate seminar
- ➔ Seminar
- ➔ Graduate seminar
- ➔ Internship
- ➔ Repetitorium

EXPLANATIONS OF THE COURSE TYPES

Introduction/
Propaedeutic
course/
Basic course

A propaedeutic is offered at the beginning of studies and is often considered a prerequisite for the participation in an undergraduate seminar. It provides basic knowledge that is important for further studies. Some subjects use different terms for their basic or introductory courses. The form of examination is usually an exam, a term paper or a presentation.

Lecture

A lecture provides a systematic overview of a larger topic and is often held by a professor. A discussion between the teacher and the students does not usually take place, but questions to the audience and a short exchange may occur. In very large lectures - especially in compulsory courses – as many as

	several hundred students may attend. Lectures are often followed up with a written exam.
Practical exercise	A practical exercise serves as an in-depth follow-up to a lecture or seminar. It conveys special skills by working on and discussing exemplary tasks and materials. The number of participants is usually limited to 20.
Tutorial	A tutorial accompanies a basic course, a seminar or a lecture, in which contents are reviewed and analysed further. In addition, tips are often provided on exam content. Upper level students, known as tutors, often carry out the tutorials. The number of participants is limited and the atmosphere is more informal, so that students are encouraged to ask more questions. Participation in a tutorial is usually voluntary, but can also be required.
Undergraduate seminar	Undergraduate seminars are provided to undergraduate students as an introduction to academic queries and techniques. Students actively participate in the teaching process by discussing course content, participating in group work and providing presentations. Proseminars usually require a term paper or a presentation in order to earn credit.
Seminar	A seminar provides an in-depth discussion of materials and methods to a limited number of students who have already acquired basic knowledge and competencies in prior courses. It deals with more complex academic topics and is often accompanied by self-study. Active participation in discussions, group work and presentations are standard.
Advanced seminar	Advanced seminars provide more in-depth course content to students in the final phase of their studies, often when completing the Master's degree. Participation may be obligatory for students writing their final thesis (known as colloquiums), but may also be optional or by invitation only. Often times, student theses and their results are presented as part of the course.
Internship	An internship provides subject-related, practical knowledge and skills, in which experimental work is carried out by students under supervision. They can take place at universities if the study and exam regulations provide for them (for example, within a lab), or within companies, as well as in public or private institutions in Germany or abroad.
Repetitorium	A repetitorium is a course that reviews teaching and learning contents during the course of one's studies in order to prepare students for a (final) exam.

FURTHER INFORMATION:

1. Use the worksheet provided below together with the module list from your degree programme to work on the content tasks

CONTENT-RELATED TASKS FOR COURSE TYPES:

1. What types of courses and examinations are included in your curriculum?
2. How much course attendance is required and how much self-study time is prescribed according to the study and exam regulations?
3. What types of examinations does your degree programme prescribe? When are the examinations for your current courses? When are lectures to be held? What are the deadlines for the submission of papers? Which subtasks are required? When will you start to prepare for your examinations?

INTERCULTURAL TASKS FOR COURSE TYPES:

1. Why are there so many different types of courses and for what purpose? Is it useful to provide students with different types of courses? Which courses do you prefer and which courses do you find less satisfactory?
2. Some courses teach through lecturing while others require active participation on behalf of students. What is your experience with these different teaching styles? How do they contribute to your learning experience?
3. Comparing countries and cultures of origin: Which course types are you familiar with and which less so? What do the different types of courses and teaching methods in Germany say about German students? Why does teaching at German universities rely on student participation? Which competencies are developed through student participation?

EXERCISE SHEET COURSE EVENT TYPES & STUDY ORGANIZATION

[illegible]

EXAMINATIONS & GRADING SYSTEM

Examinations serve to demonstrate the knowledge and competencies acquired within a module. Different types of examinations are carried out with students in order to better determine what information was retained and which competencies were acquired.



THE VARIOUS FORMS OF EXAMINATION

In Germany, the following forms of examination are the most common. Their content and objectives are explained in greater detail below:



- ➔ Exam
- ➔ Term paper
- ➔ Project /Seminar paper
- ➔ Exercises
- ➔ Presentation

Exam

A written exam serves the more or less standardized inquiry of **basic knowledge**, which is why it is mainly used in introductory courses. The aim is to answer either **openly formulated questions in essay form** or closed questions in a **multiple-choice test** within a fixed time frame. The exact design and level of difficulty is determined by the lecturers. Sometimes several questions are asked, of which only one or some need to be worked on. Whether **aids** are allowed and which aids are allowed is often announced before the exam. *(technical and methodical competence)*

Term paper	<p>The term paper is one of the most common forms of examination. According to academic methodology, a topic is to be worked on, that is limited in focus and directly related to the subject matter of the course. The term paper requires a preliminary survey of the state of research: research of relevant secondary literature using subject-specific aids (bibliographies), a review of the secondary literature, and correct excerpting. The aim is to develop a line of argumentation with respect to a central question, using methodological tools and supported by references. The term paper does not require the development of 'new' knowledge, but implementing a methodically guided process of the state of knowledge on the topic in question. The special value of the term paper results from the fact that the state of knowledge on the subject is adequately prepared and presented and meets professional requirements. Term papers that are longer in scope require good self-organisation and work discipline (<i>technical, methodological and self-organisational competence</i>).</p>
Project / Seminar paper	<p>Through project work and presentations, students are expected to demonstrate their ability to work in a team, and to develop and present different concepts. They should show that they are able to define goals, develop solutions and concepts, and implement these within the framework of a larger task. If the work takes place as group work, the contribution of the individual must be clearly outlined and assessable.</p>
Tutorials	<p>Tutorials often accompany a lecture or take place on their own. They can require the completion of practical exercises as a form of preliminary, examination work. Once completed, the student acquires admission to the written exam. Some tutorials are designed as group or home exercises. Group exercises are created to promote interactions as a group so that participants arrive at solutions together, whereas home exercises are designed for individuals to develop solutions on one's own. (<i>technical competence, social competence</i>)</p>
Presentation	<p>Presentations focus on a specific work topic that is then presented in the course, either alone or together with other students. The criteria for evaluation should be announced in advance, e.g. the grading of clarity, structure, and content, etc. (<i>technical, methodological, social and self-competence</i>).</p>

THE GERMAN GRADING SYSTEM

The following chart shows the German grading system as it is applied at universities. For the subjects law and dissertations (doctorates) other grading systems apply.

It should be noted that in the German system, the lower the number, the better the grade!

Note	Bewertung
1,0 - 1,3	outstanding
1,7 - 2,3	good
2,7 - 3,3	satisfactory
3,7 - 4,0	sufficient
4,3 - 5,0	insufficient (no pass)

FEEDBACK ON EXAMINATION RESULTS

Often lecturers do not have time to give all students personal feedback on their examination results. You can, however, ask to see your exam or the evaluation sheet for your term paper in order to receive written or oral feedback. This is especially useful if you have questions regarding the grading of your exam or if you want to use the feedback to improve your future performance.

CONTENT-RELATED TASKS FOR THE VARIOUS EXAMINATION FORMS AND THE GRADING SYSTEM:

1. What forms of examination are used in your courses?
2. Which knowledge and competencies are tested for? Do you understand the criteria for evaluation? How do you proceed if you still have questions?
3. How much time will you need to prepare for the exam?
4. Different subjects may apply a different grading culture. What is the grading culture of your subject area and what is considered a good or bad grade?

INTERCULTURAL TASKS FOR THE VARIOUS EXAMINATION FORMS AND THE GRADING SYSTEM:

1. With which type of examination do you have the most experience? Which examination is particularly easy for you? Why?
2. Which examination method is more difficult for you? How could you improve your skills for this examination format?
3. A comparison of countries and cultures of origin: Which forms of examination are used in your home country? Is the grading system in your country similar or is it structured differently? How are these differences to be explained?
4. What grades are you expecting on your exams? How will you deal with the situation if during the first semesters your grades are worse than you had hoped for?

EXERCISE SHEET: Edit the exercise sheet according to the scheme of the given example. Use the concepts presented above.

Type of lecture	Type of Examination	Knowledge	Evaluation criteria	Tasks
1. Seminar Academic work	term paper (deadline 15.2.)	1. Research 2. Literatur choice 3. Technical and methodological competencies	<ul style="list-style-type: none"> • Structure of the academic argumentation • References • Citation • Presentation of technical and methodological competencies 	1. Develope academic issue and topic... 2. Research... 3. Narrow down and set a topic ... 4. Set up a timetable. ... 5. Create a structure ... 6. Structure and study references
2.				
3.				

Type of lecture	Type of Examination	Knowledge	Evaluation criteria	Tasks
4.				
5.				
6.				