

Best Practices Identification - Grid



PARTNER SUGGESTING THIS PRACTICE: UNIVIE

TITLE DOCUMENT: Cultural Diversity in Higher Education – The “Buddy Project” in the light of Cultural Homogenisation, Heterogenisation and Hybridisation (2010)

PROMOTER: University of Vienna / TermNet Publisher

LANGUAGES: EN | DE | FR | FI | GR | Other:

AUTHORS (if identified): Stefan Ossmann, Alexander Schmoelz

WEBSITE: http://www.termnet.org/downloads/english/products/publisher/DGU_Proceedings_31may-2june2010-Vienna_ebook.pdf

The output of this document includes:	Short Description
<input checked="" type="checkbox"/> Rational	<p>The buddy project at the Department of Communication at the University of Vienna aims at supporting students whose mother tongue is not German, to foster intercultural learning and participation of students with a different first language than German. A German native speaking student pairs up with a non-native speaker in order to improve academic competences and facilitate learning. In this process both parties engage in a learning process; cultural understanding and intercultural relationships are to be developed. The project is evaluated by the means of evaluation sheets filled out by the participating students. See project homepage: http://buddy-projekt.univie.ac.at/publizistik-ermoeglicht-kommunikation-perko/</p> <p>Stefan Ossmann and Alexander Schmoelz in their paper analyze the buddy project against the backdrop of the approach of global cultural dynamics and describe the project's effects and outcomes. The authors question whether the project has homogenizing effects due to its prioritisation of German, instead of a promotion of multilingualism. They conclude a multitude of effects, seeing both homogenizing consequences as well as a promotion of multiculturalism, openness and tolerance through the project.</p>
<input checked="" type="checkbox"/> Theoretical background	
<input checked="" type="checkbox"/> Characterisation of the context	
<input checked="" type="checkbox"/> Reference to existing “needs”/”problems”	
<input checked="" type="checkbox"/> Reference to possible “benefits”/”resources”	
<input type="checkbox"/> Definition of goals	
<input checked="" type="checkbox"/> Identification of target groups	
<input checked="" type="checkbox"/> Description of main intervention strategies	
<input type="checkbox"/> Partnership with other organisations	
<input type="checkbox"/> Process evaluation	
<input checked="" type="checkbox"/> Outcome evaluation	
Target group(s):	Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?
students of communication at the University of Vienna with a different mother tongue than German	<p>The Buddy Projekt received a certificate of recognition from the University of Vienna in 2010. Recognised were services or people who contributed to quality improvement and facilitation of processes within the institution and which increased public appreciation of the University of Vienna. In 2011 all participating students of the project received this certificate: http://buddy-projekt.univie.ac.at/medienpraesenz-und-erkennungungen/erkennungungen-der-universitaet-wien/</p> <p>Also, the analysis of Ossmann and Schmoelz shows the variety of effects an intervention as the buddy project can have.</p>
Topic or discipline:	
Communication studies	

