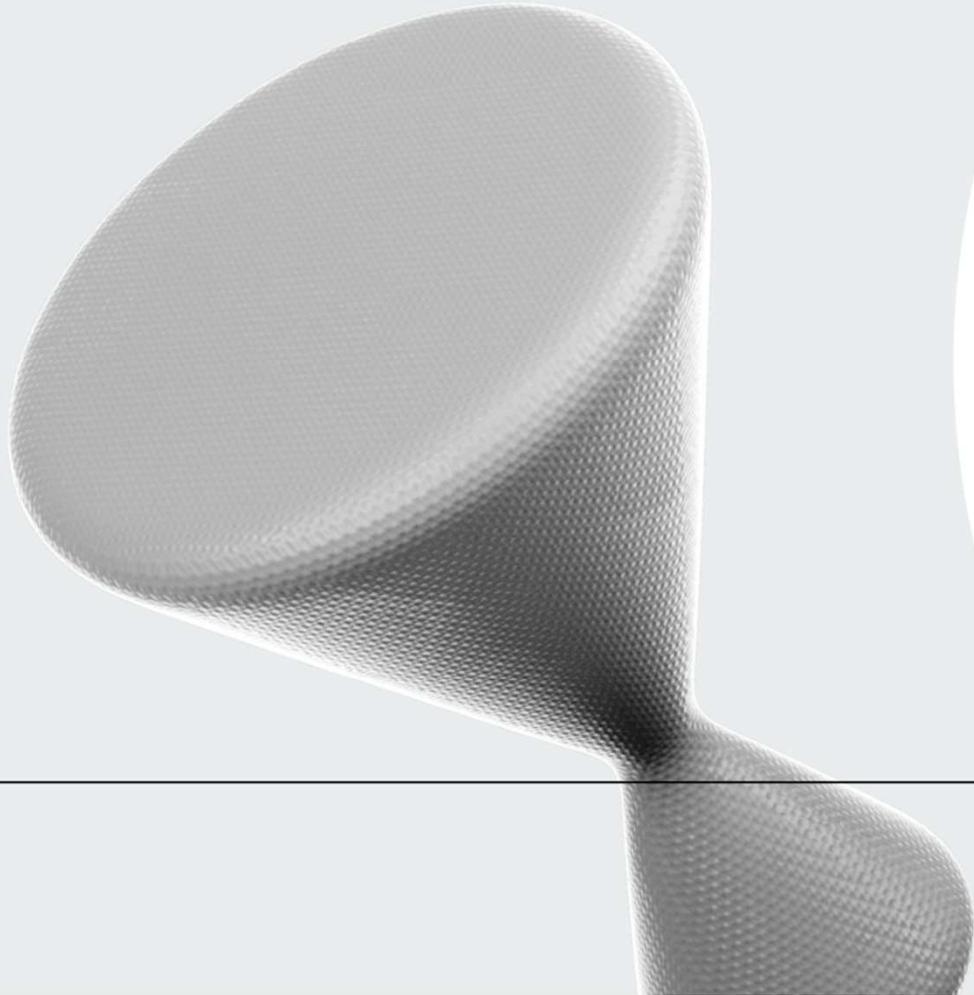
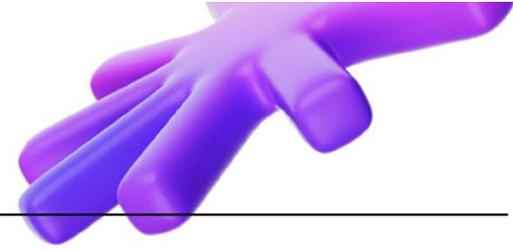




Virtual Exchange and Blended Mobility



Pioneering Women in Social Sciences – a trinationl virtual teaching project



Prof. Dr. Franziska Wächter
Protestant University of Applied Sciences Dresden
(Germany)

**Moving
Target**²⁰₂₂

Moving Target ²⁰₂₂

- **Project Background, Aims and Structure**
- **Academic and Creative Collaboration**
- **Evaluation Results**
- **Insights into the Educational Comics**

LOOK@US! „(In)Visible Women in the Social Sciences and Social Work“

- Analysis of professional biographies of female academics in the field of social science, research and social work
- Development of Educational Comics, available as OER
- 3 countries - 3 universities - 3 perspectives
 - Germany:
 - Protestant University of Applied Sciences, Social Work (M.A., full-time)
 - Austria:
 - Vienna University of Economics and Business, Institute for Gender and Diversity in Organizations, (B.A., full-time)
 - Finland:
 - Seinäjoki University of Applied Sciences, School of Health Care and Social Work, Development and Management of Health Care and Social Work (M.A., part-time)
- Funding: International Virtual Academic Collaboration (IVAC)



Social research in the context of social work

Organisational theory, gender and diversity studies



Social policy and international perspectives



Overarching goals of the cooperation



Future of higher education teaching

- "Internationalization at home"
- Strategies for virtual collaborative teaching and learning

Inclusion and equality across cultural boundaries: nations, status, prestige, age, gender and education

- **Making visible:** women researchers/ pioneers in the social sciences and social work, their research, their careers and the methods they developed
- **Role Models** for female students

 LOOK@US! **Selection of the pioneering women**

Hilma Granqvist



Beatrice Webb



Dorothy Swaine
Thomas

Miina Sillanpää



Marie Jahoda

Margaret Mead



Why Comics? - „Knowledge transfer in a popular format“ (Jüngst 2010)

- What are factual comics? They are comics that want to do more than (just) entertain. Comics that convey information, knowledge, facts, that have an "educational" effect, that show how something works, how something is or was or should be. (Hansgartner et al. 2012, own translation)
- This type of non-fiction comic is particularly recommended as an introduction to a discipline, it serves the need for quick information and offers itself as a medium in which abstract and sometimes difficult-to-understand topics can be conveyed clearly and thus made easier to understand. (Abel/Klein, Ed., 2016: 297, own translation)



© Max Baitinger

Dorothy Swaine Thomas



© Ruben Titze

Hilma Granqvist

- If a difficult subject is not perceived as difficult anymore, it may be seen as enjoyable and it might find more readers (Jüngst 2010: 41)
- Expert to Non-Expert Communication (expert-novice-communication)
- Information comics is a very good format for attention-grabbing (Weidemann 1995:14)

Here is a demonstration of the effect of a commonly understood set of facial postures (grimaces??) which give meaning to a parallel set of statements. The intention is to display the application of facial expressions as a vocabulary.



Eisner, Will (1985): Comics and Sequential art, p.110

- The reader always associates the words and pictures with a situation in which they make sense, and in fact even those combinations which seem absurd at first sight can make sense if the reader constructs a context for them" (Jüngst 2010: 222)

- The picture itself can be mainly informative, emotive or expressive, but it is possible to learn from all three categories of pictures" (Jüngst ebd.: 62)

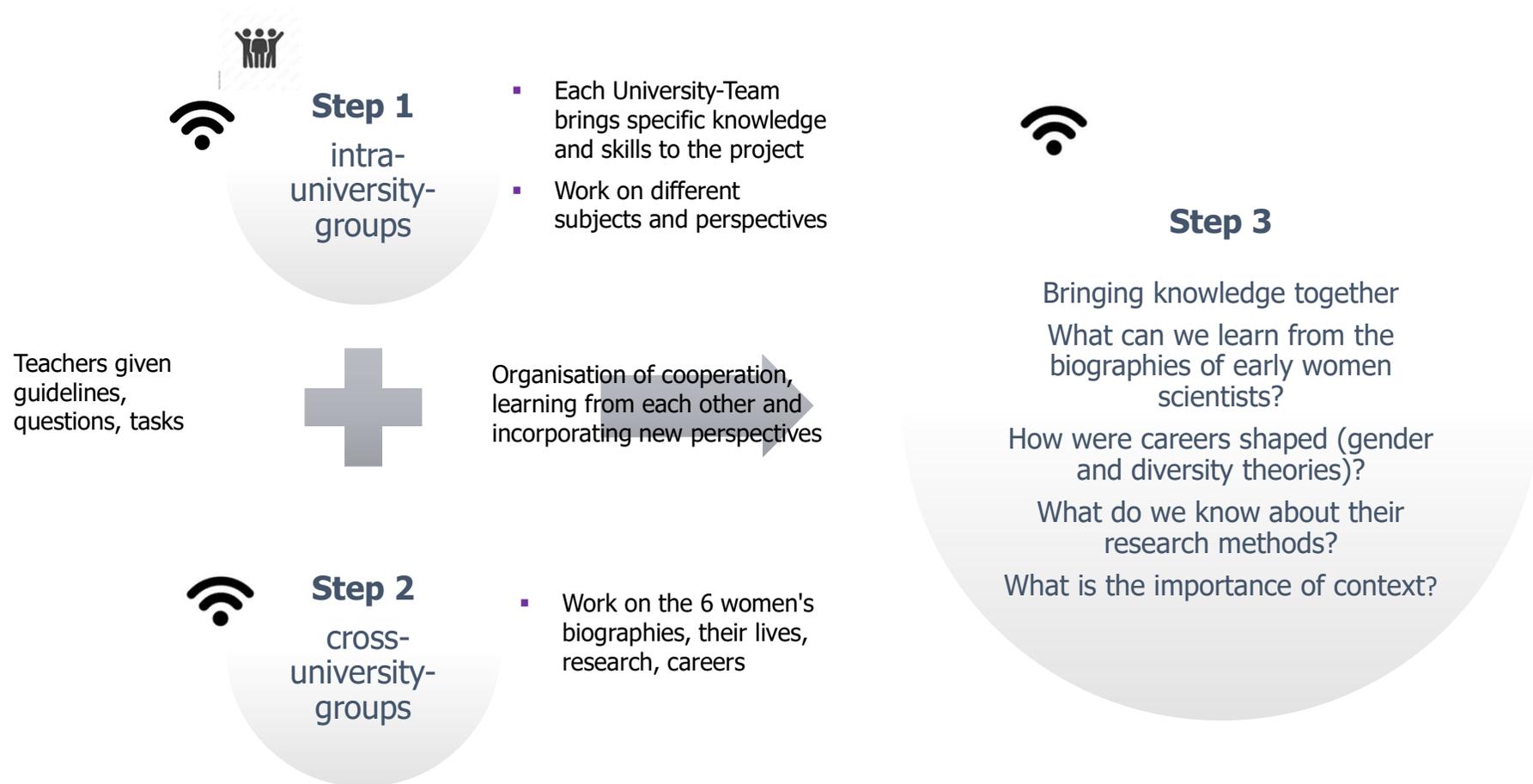
- „mnemonic properties"



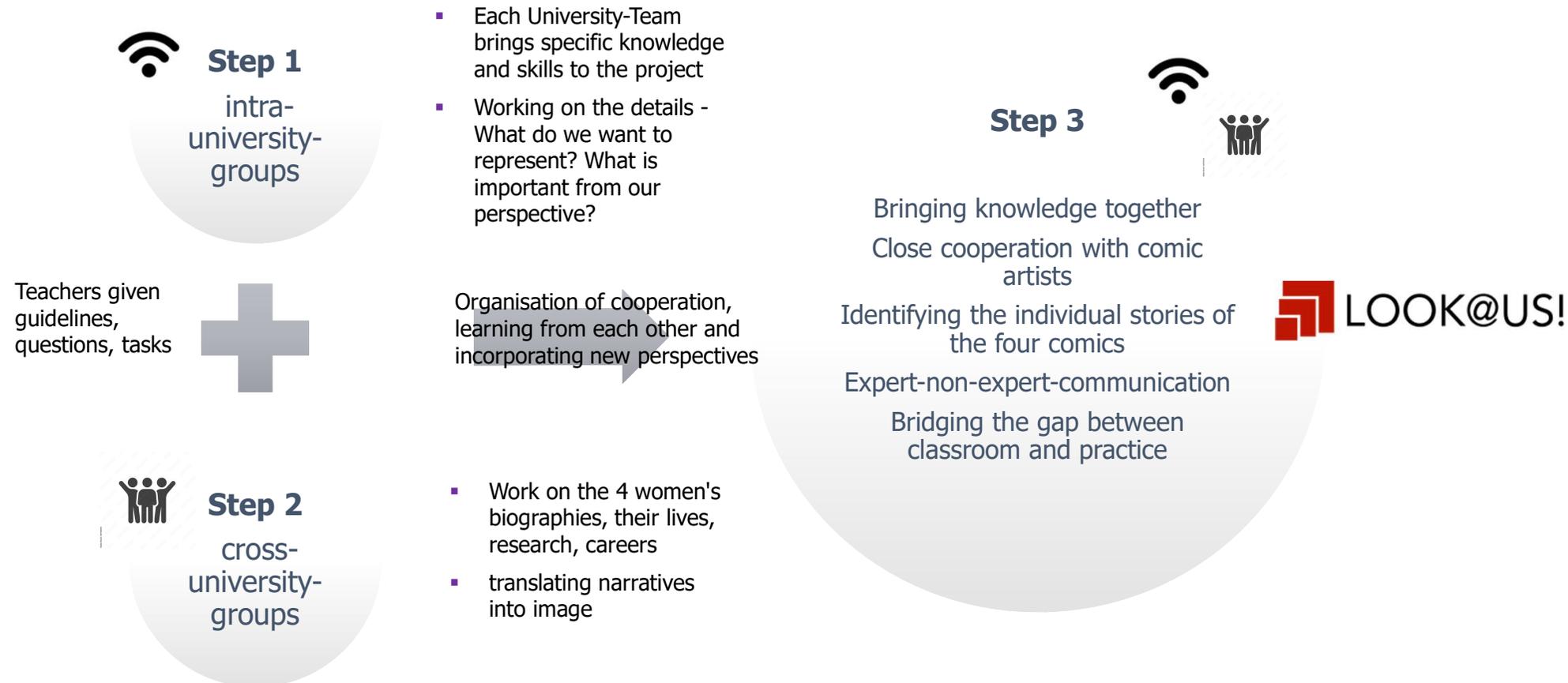
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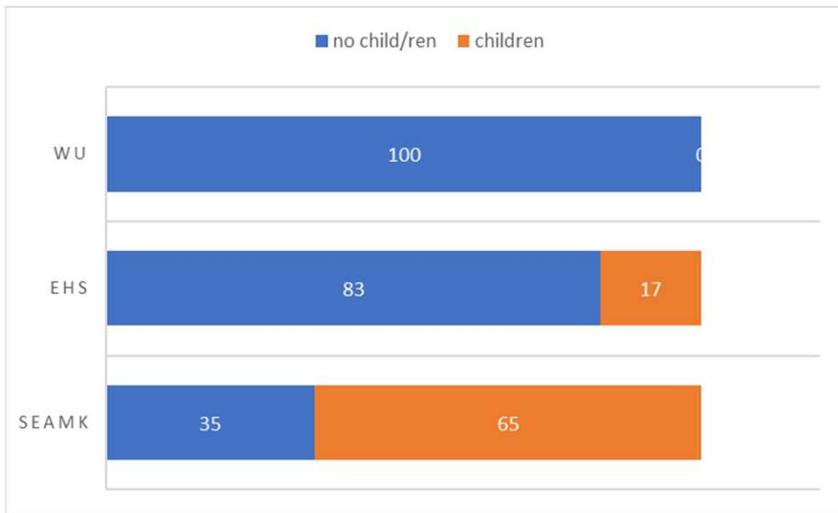
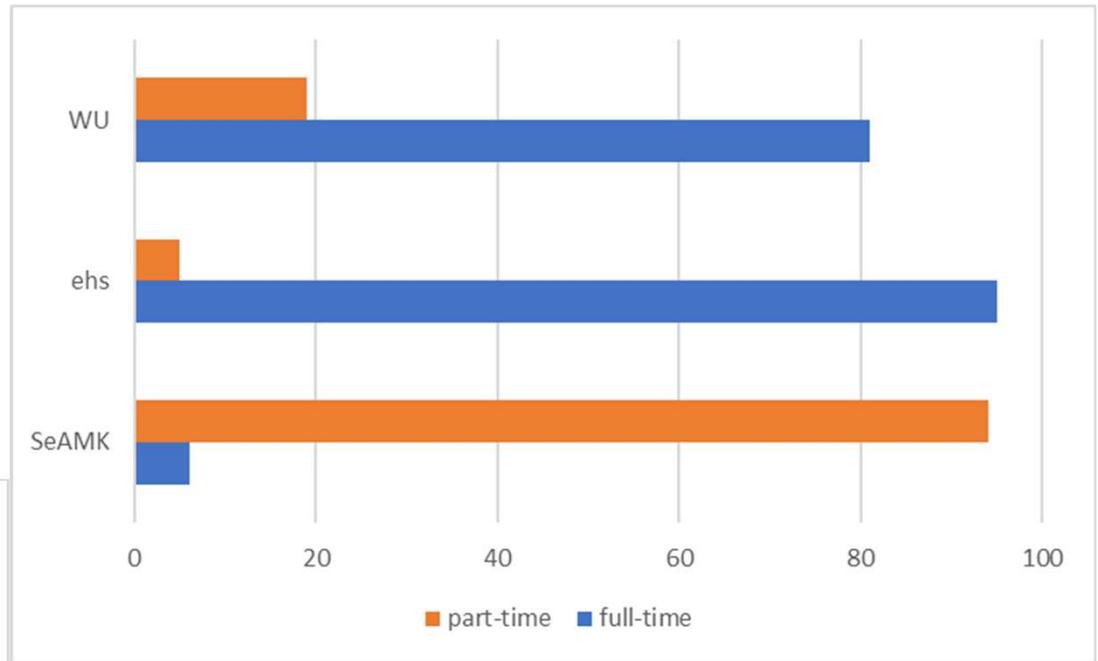
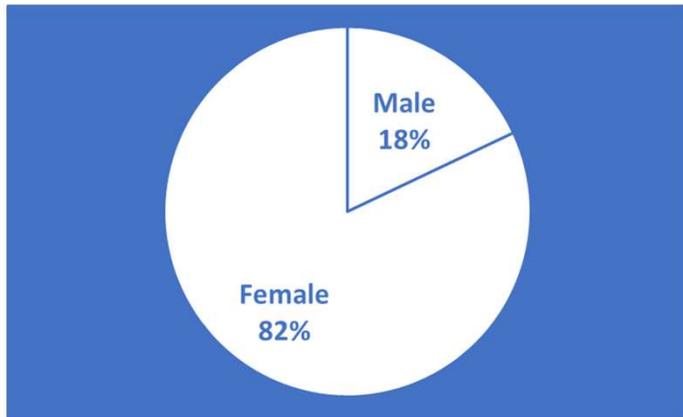
- The question „Is your message suited to become part of an interesting story?" (...), is crucial to the design of an information comic" (Jüngst ebd.: 302)

The Structure of the Teaching-Cooperation – 1st Semester, Oct 2021 until Feb 2022



The Structure of the Teaching-Cooperation – 2nd Semester, Apr 2022 until July 2022

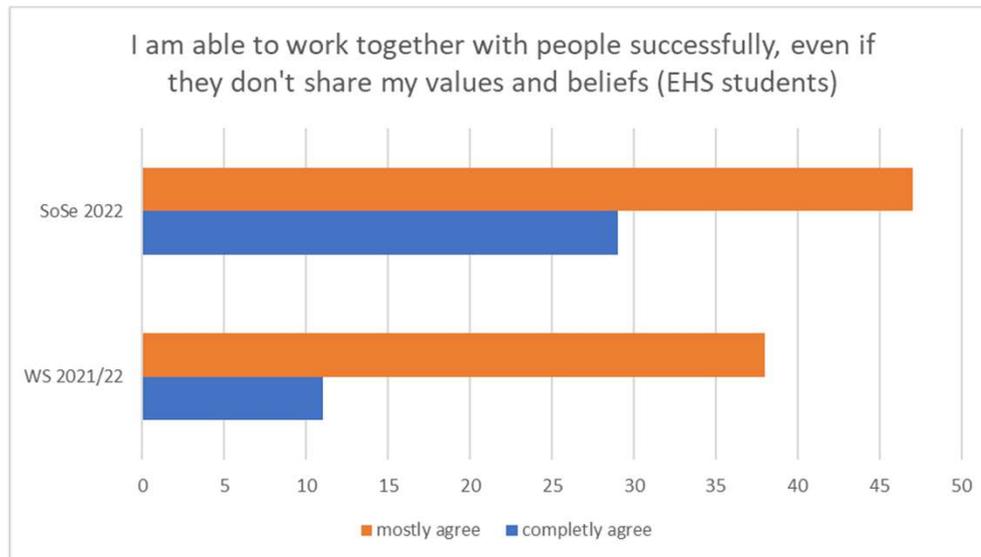




Dealing with the given diversity

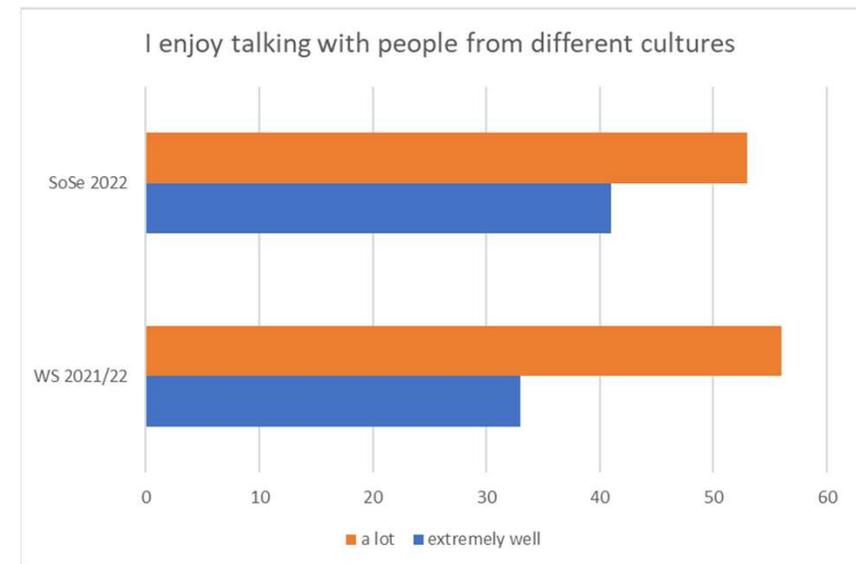
Diversity Competency Measurement

- „Diversity competence is the individual ability to deal with human heterogeneity in a constructive and goal-oriented way“ (DiKo Scale, Pietzonka, 2018:2; here example, 1 Item)

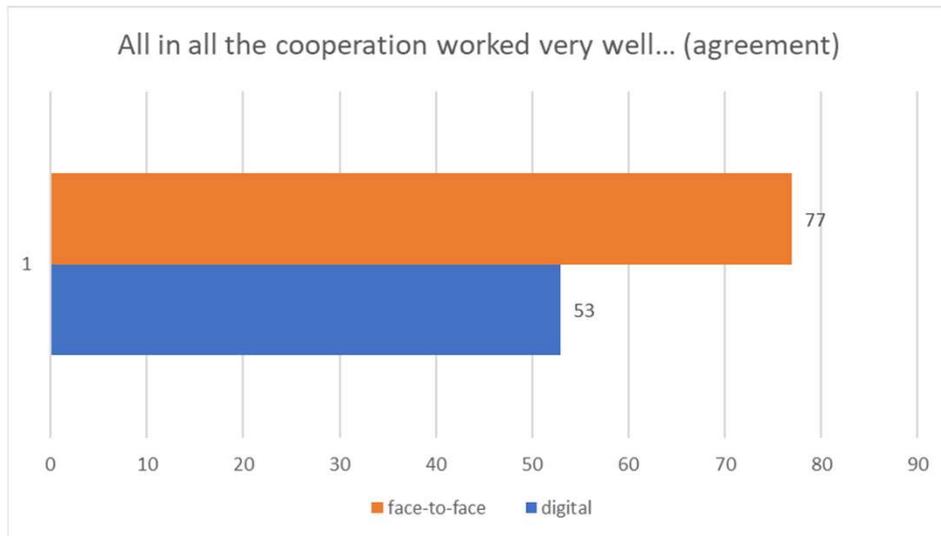


Short Form Cultural Intelligence Scale, Thomas et al. 2017; example, 1 Item)

- Cultural intelligence (CQ) is a multifaceted culture general form of intelligence that is related to effective intercultural interactions (Thomas et al., 2008)
- Cultural intelligence is the ability necessary for adaptation to a specific aspect of the environmental context – the cultural context



Some Challenges



“The language problem was a stressful problem for me. I am not used to speaking English and I have always felt that I am bad at it. So, the meetings in the zoom were, for me, mostly about listening to others” (I 45)

“Unfortunately, there were great language difficulties, which made the work difficult. (...) Therefore, they were not able to participate in the group work and were very quiet” (eval ws 2021/22)

See also: The Third Space In International Field Placements (Barlow, 2007); effects of "Freezing" and "Avoiding"

“They were motivated and tried to participate, but had so much to do with their exams, that they couldn't give a lot” (eval sose 2022)

Digital Competence

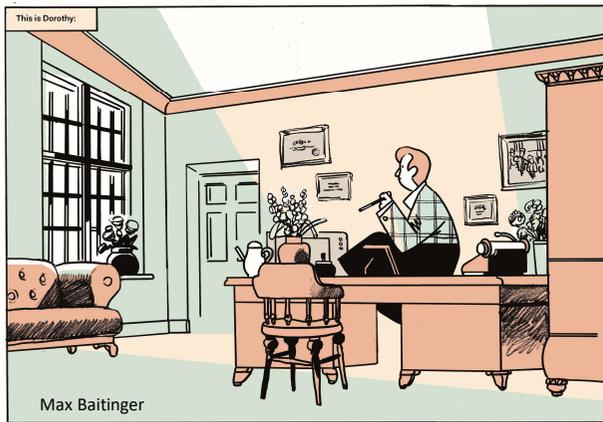


In DigComp, digital competence involves the "confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It is defined as a combination of knowledge, skills and attitudes." (Council Recommendation on Key Competences for Life- long Learning, 2018).



https://joint-research-centre.ec.europa.eu/digcomp/digcomp-framework_en

 **LOOK@US! Insights into the Comics – womeninsocialsciences.eu**

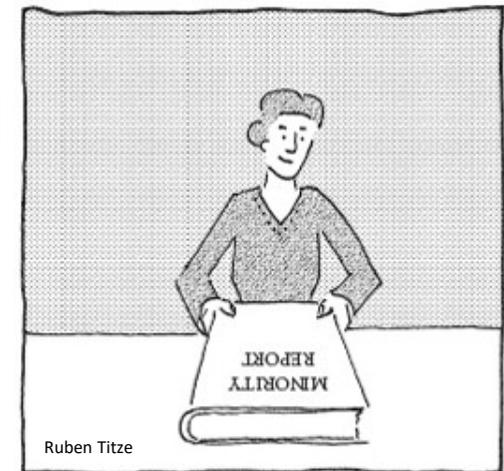


Dorothy Swaine Thomas

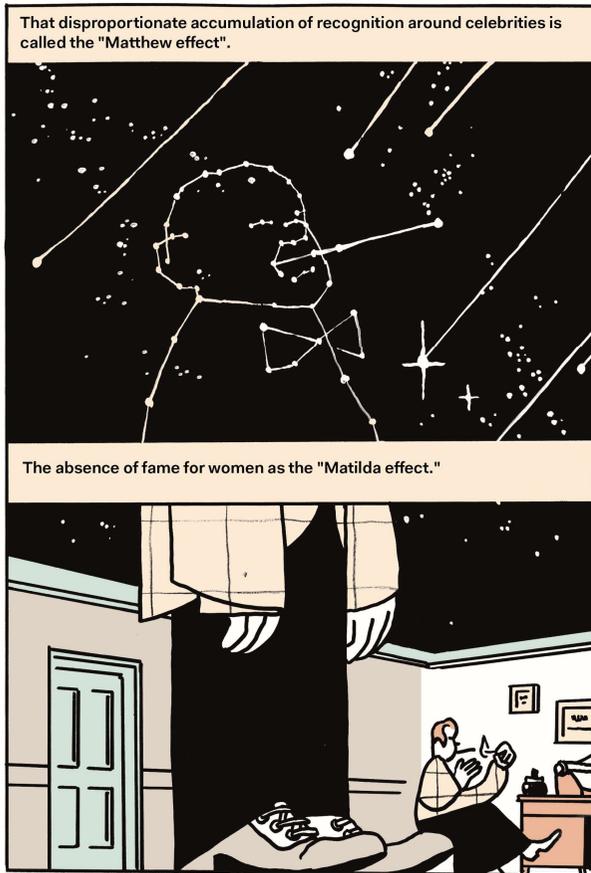


Hilma Granqvist

Beatrice Webb



Example – Dorothy Swaine Thomas Illustration: Max Baitinger



e.g.

- Matthew Effect; Matilda Effect
- Doing Gender
- Tokenism

e.g.

Study: „The Child in America - Behavior Problems and Programs“ (1928)



Example – Hilma Granqvist Illustration: Ruben Titze

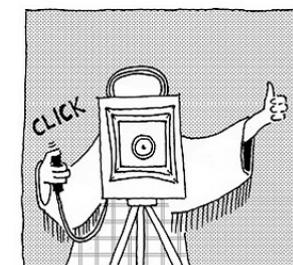
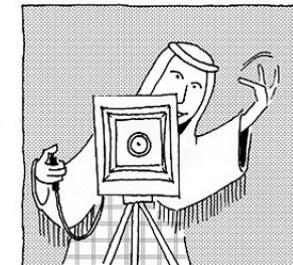
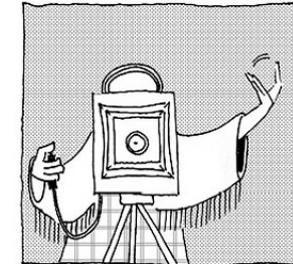


e.g.

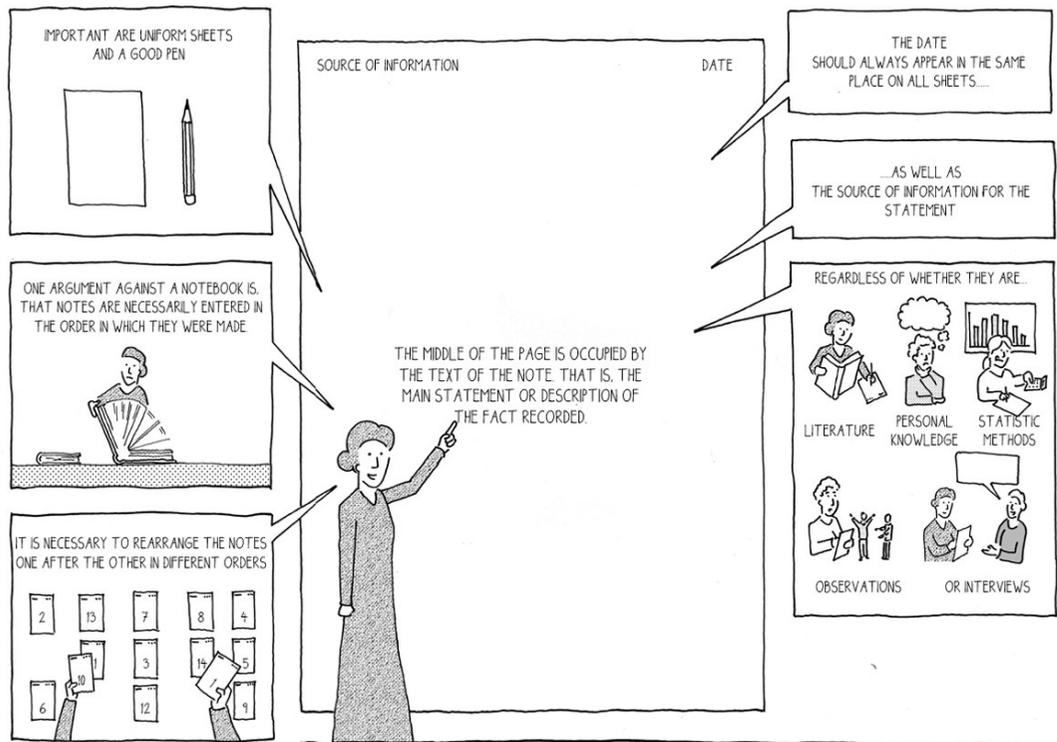
- Patriarchy, gender roles
- Theory of gendered organizations

e.g.

- Field access
- Role as (female) researcher
- Photography as a research method



Example – Beatrice Webb Illustration: Ruben Titze

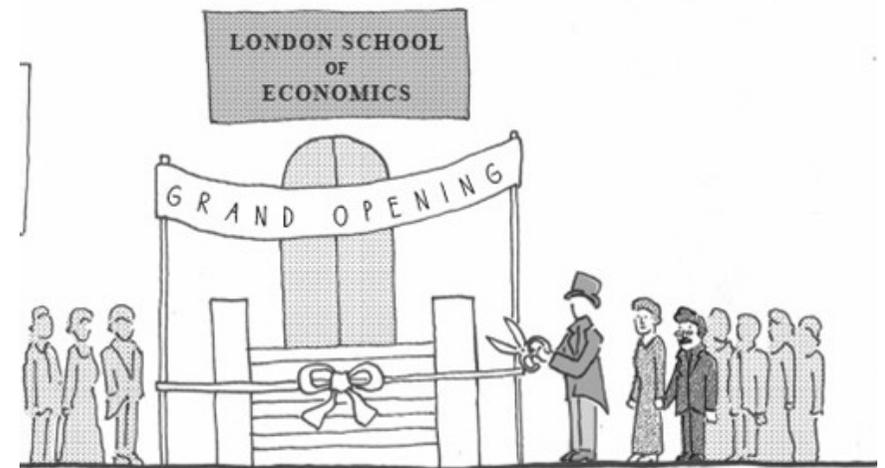


e.g.

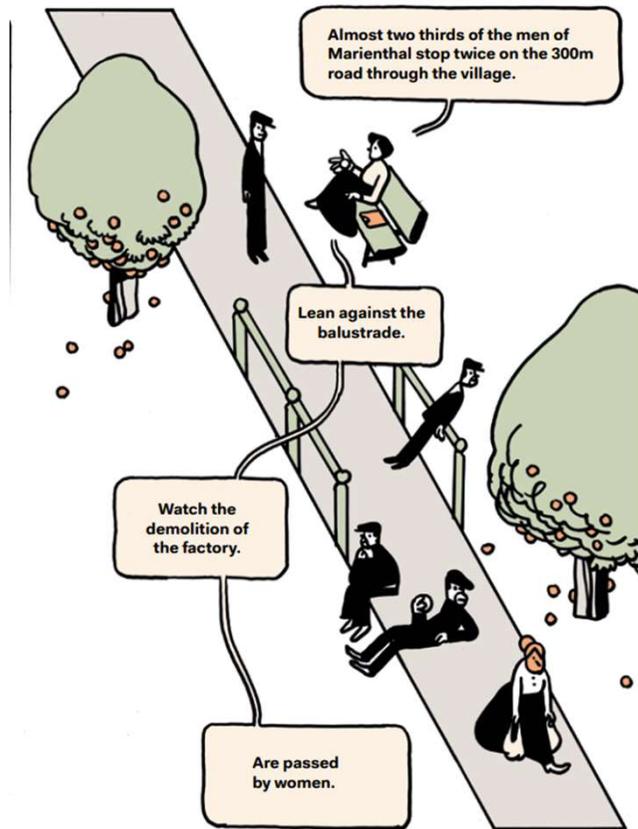
- „The Art of Note Taking“
- „Minority Report“

e.g.

- Co-Founder London School of Economics



Example – Marie Jahoda Illustration: Max Baitinger

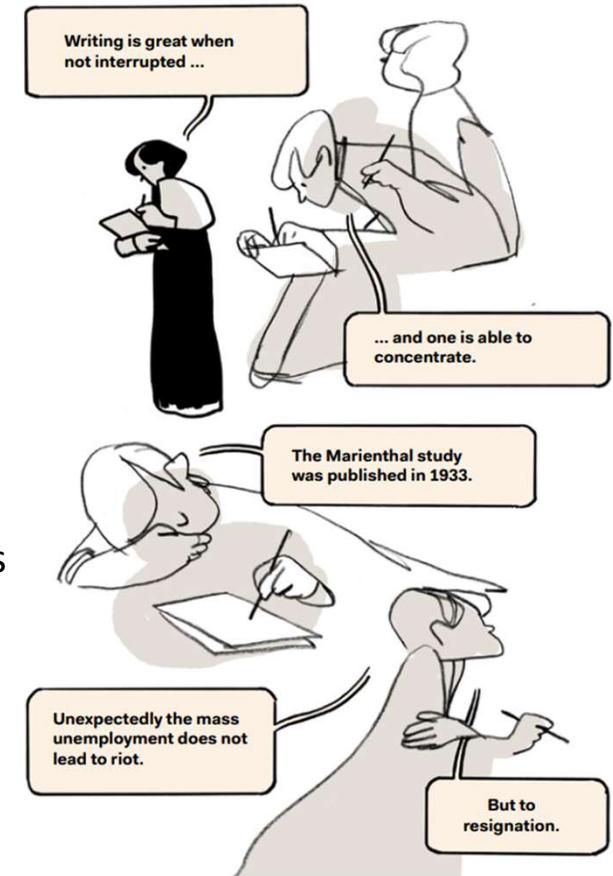


e.g.

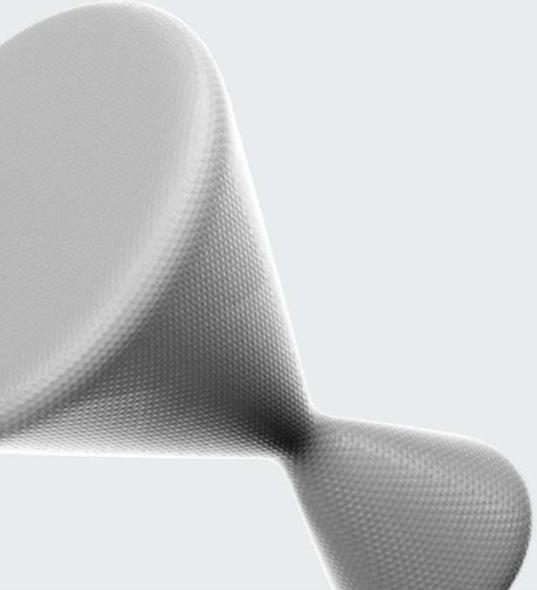
- Patriarchal distribution of roles among genders

e.g.

- Survey methods
- field access
- role as (female) researcher
- political circumstances



Moving Target ²⁰/₂₂



Summary

- **Achievement of the Goals**
 - Virtual Exchange and Blended Mobility/DAAD: IVAC
 - UN Sustainable Development Goals
- **Lessons Learned**
 - Naming the „Third Space“
 - Comics as a pedagogical tool („hook“)
- **Further To Do` s**
 - Strengthening the cooperation across disciplines
 - Development of the use of the “tool” in higher education
 - Structure and opportunities at higher education institutions



Virtual Exchange and Blended Mobility

Thank You!

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from 1/3/2023

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www.womeninsocialsciences.eu