

COLOGNE SUMMER SCHOOLS 2017

University
of Cologne







Content

Cologne Summer Schools 2017	6
Types of Cologne Summer Schools	8
COLOGNE SUMMER SCHOOLS IN COLOGNE	10
Cologne Summer School on International Perspectives in Teacher Education	
Welcome Ceremony	12
Guided City Tour through Cologne	16
International Dinner	20
Trip to the City of Kassel and documenta 14	22
Innovative Projects in Teacher Education as Preparation for Future Classrooms	28
Newly Arrived Migrant and Refugee Children in Schools	32
International Perspectives on Multilingual and Multiliterate Classrooms	34
The Transatlantic Action and Design Based Research Partnership	36
Critical Arts Education or “Learning from the South”?	38
Helios Schools – Inclusive University Schools of the City of Cologne	40
Science School Lab	43
Global Cities and the Challenges to Teacher Education	48
Art – Education and Urban Resistance	52
Farewell Dinner	56
Presentations and Certificate Award Ceremony	58
Program Evaluation	62

Cologne Summer School on Stem Cells and Use of Animals in Research	64
International Workshop on Advanced Materials Challenges for Health and Alternative Energy Solutions	68
[sic!] Summer Institute Cologne 2017	72
The Cologne Academies	74
The 12th Cologne Academy on Business Negotiation and Mediation	76
The 15th Cologne Academy on International Commercial Arbitration	78
KölnAlumni WELTWEIT Summer School 2017: Dimensions of Social Inequality	80
COLOGNE SUMMER SCHOOLS AROUND THE GLOBE	84
Egypt: Cologne Aswan Summer School on Heritage Management and Storytelling	86
Israel: IUS meets IDEC – Democratic Education in Israeli Diversity	88
China: Summer School at Tongji University in Shanghai	90
North of India: Graphic Literature 2017	94
South of India: Indian History and Culture	98
The Seven-day Excursion	102
Cambodia	106
Grand Tour across Europe - Arts Education in Transition	112
Spain: Identidades inestables:espacios y géneros en migración permanente	114
Greece: School Based Linguistic Research from an International Perspective	118

Cologne Summer Schools 2017

A Driving Force for Strategic Mobility

The Cologne Summer Schools which were organized by the International Office on the one hand and by various institutions of the University on the other hand reached a total of 16 different programs in 2017. All programs that took place this year received funding through the Cologne Summer Schools project and thus Santander Universitäten who has been the donor of the Cologne Summer Schools project for the last 5 years. Without the generous donation it would not have been possible to organize such a variety of valuable programs of high academic and intercultural quality.



Cologne Summer Schools Project:

An Attractive Alternative to Extended Academic Stays Abroad

The strategic main objectives of CSS designed for students of the University of Cologne and those of partner universities world-wide are:

- enhancement of international inbound and outbound mobility
- internationalization at home and abroad: realization of academic summer programs at the University of Cologne and abroad: increase of student mobility
- relationship management: maintenance and strengthening of existing partnerships with partner universities of the University of Cologne, the network of Santander Universities, and other alliances
- international recruitment of students and doctoral students: Cologne Summer Schools as a measure to arouse interest in the University of Cologne and its state of-the-art research institutions

Types of Cologne Summer Schools

Type I

- topic: differing every year according to the University's key profile areas
- organization: cooperation between the International Office and one of the university's faculties: opportunity for the faculty to present its individual, scientific key activities to a group of highly interested, qualified, and international (PhD) students
- no tuition fees for participants: the University of Cologne bears the costs for accommodation including breakfast, courses and material, field trips, cultural excursions, and other evening events
- target group: advanced Bachelor's students and Master's students in their first year
- duration: three weeks with a work load of 40 hours per week, including excursions and time for self-directed study, giving students the opportunity to gain 6 credit points (ECTS)
- language of instruction: English
- number of participants: 20-25



Cologne Summer Schools

- 2013: Cologne Summer School on Media Studies
- 2014: Cologne Summer School on Legal Aspects of European Integration
- 2015: Cologne Summer School on Environmental Sciences
- 2016: Cologne Summer School on Multidisciplinary Ageing Research
- 2017: Cologne Summer School on International Perspectives in Teacher Education
- 2018: Cologne Summer School on Challenges and Opportunities for a Multilingual Society – Movement, Migration, Languages, Psychology, and Education



Type II

- yearly call for tender: giving the university's faculties the opportunity to realize their own summer school concepts funded by the Cologne Summer Schools project
- in addition to type I: different formats and target groups, e.g. summer schools within the framework of Graduate Schools, are eligible to apply
- marketing – and PR support provided by the Cologne Summer Schools project of the International Office
- decision on approval or rejection: committee of members of the International Office
- amount of granted funding: not defined (depends on the number of CSS-projects)
- application documents: summer school concept and detailed budget

Cologne Summer Schools in Cologne



Cologne Summer School
on International Perspectives
in Teacher Education

Academic Focus

Globalization, refugees, social inequalities, digitalization and inclusion are just some of the great challenges facing today's teacher students, teachers and school systems. What ideas and approaches do teachers and students need to engage with in order to find solutions to these pressing issues? What can teachers in training learn from each other in multicultural settings and to what extent are innovative teaching concepts and methods being applied on a national level applicable to their own local school systems and classes? In what way can current innovative ideas, such as how to work towards better inclusive schools, be put into practice? Which exemplary solutions can the participants find together to overcome problematic circumstances that prevent innovative ideas being put into practice?

Besides focusing on the discussion of certain pedagogical theories and themes, the students also had the opportunity to debate the advantages and disadvantages of using results from academic research to improve the dynamics of a classroom and the positive and negative effects of globalization on teacher education.

These were some of the many topics that this year's Cologne Summer School on International Perspectives in Teacher Education focused on. During the three-week program, the international and German students had the opportunity to discuss these themes and find creative answers to their tasks as a team.

The program included the following courses and topics:

Group I: Prof. Dr. Henrike Terhart "Newly arrived migrant and refugee children in schools"

Group II: Dr. Jan Springob "Innovative projects in teacher education as preparations for future classrooms"

Group III: Prof. Dr. Andreas Schulz, S. Brackertz and A. Küpper, "Inclusive didactics in the sciences"

Group IV: Dr. Monica van der Haagen-Wulff and Dr. Michael Lazar (Haifa, Israel), "Global cities as a challenge for education"



Welcome Ceremony





Welcome! A word that people use in every language and everywhere they go. It symbolizes the coming together of a group of people. Intercultural meetings in particular are shaped by the simple but important theme of welcoming people. Therefore, the Cologne Summer Schools put a lot of effort and care each year into organizing a warm and friendly Welcome Ceremony for our international guests. This year, during the Cologne Summer School on International Perspectives in Teacher Education, our international guests from Russia, Czech Republic, USA, Canada, Cameroon, Taiwan, China, Romania, as well as the German participants had the honor to be welcomed by the rector of the University of Cologne, Prof. Dr. rer. nat. Axel Freimuth. Besides the rector, Prof. Dr. Stefan Neubert, Ms. Christiane Biehl and Oliver Burda, Deputy Chairman and Chief Executive Officer of Santander Consumer Bank AG held speeches to welcome the international students and underline the importance of intercultural education in our globalized world.





After introducing all participants and presenting the variety of countries that shaped this year's Cologne Summer School on International Perspectives in Teacher Education, the Welcome Ceremony finished off with a nice dinner, lovely conversations and some of Cologne local beer, Kölsch, in order to give the international students their first taste of the local culture. What stood out this year was that the international students became engaged in conversations with the German students very fast, and soon you could barely tell the different groups apart. The topics of conversation moved between small talk to get to know one another and where they were coming from as well as their experiences, ideas and concerns relating to the

field of education. The Welcome Ceremony was a wonderful start into the following three weeks that helped strangers to bond and become friends and teammates. After ending the night, some international students thanked the Coordinator Ms. Victoria Busch and her team for organizing this great evening and for helping them feel at home. In that spirit, we hope that we will be able to continue to offer events like the Cologne Summer Schools long into the future; even these three short weeks were enough to give the participants great insights into international perspectives whether they are related to teaching or any other important topic shaping our globalized society.



Guided City Tour through Cologne





Cologne is one of the most interesting and important cities in German history, which is why the Cologne Summer School on International Perspectives in Teacher Education arranged for the international and German students to participate in a guided tour through Cologne. Our tour guide Jeremy Smith, a very kind and enthusiastic man originally from the United Kingdom, took us to the important sites of the city and brought to life the people who have shaped the history of Cologne for our participants. He showed pictures and took his time to answer all our questions.

The starting point was the Cologne Cathedral, which left a lasting impression on the participants due its sheer size and unique character and also its long and complex history. Afterwards, the participants learned more about the Roman influences on Cologne starting at one of the original gates built by the Romans, as well as visiting the Roman-Germanic Museum. There, our tour guide highlighted connections to the home countries of our participants by describing political events that had taken place in that museum after

the Second World War. For example, the G8 meeting of the year 1999 was located in Cologne, and the politicians literally sat on a very old carpet that the people from Cologne had dug out while building a shelter during World War Two. Besides mere historic facts, our guide also added a good measure of humor and magic to the tour while explaining the story of the little elves of Cologne, the *Heinzelmännchen*. The magic continued, when the tour moved on to the impressive renaissance architecture of the City Hall of Cologne, where every “real” inhabitant of Cologne wants to get married. The topic of weddings was a good transition to the theme of Cologne’s famous perfume industry, such as Farina, which is the oldest and world-famous perfume of the city. Since Jeremy Smith let all participants try a bit of the Farina perfume, we continued our walk towards the Alter Markt (the “old market”) smelling really good. On the marketplace, a musician welcomed us with his saxophone, encouraging some of the participants to join in a little dance to the music of Michael Jackson, but unfortunately, modesty got the better of us and the dancing ended





relatively quickly under the bemused looks of many people enjoying a cup of coffee on the plaza. We moved on to the famous statues of Tünnes and Schäl, which are supposed to give you good luck if you rub Tünnes' big nose. Since good luck is always something helpful, everybody took their time to give his nose a proper rubbing!

Last but not least, we enjoyed a short walk along the Rhine, while Jeremy Smith pointed out the advantages and problems of living on this famous river. Sitting outside of the restaurants in the summer and enjoying your Kölsch is one way to spend your free time in good company. But whenever the weather turns bad, the water level can raise up to ten meters above the banks. In the past, it has risen so high that all the houses and restaurants along the river were flooded. Now the people living close to the river flood their own houses, if there is time, before the dirty water of the river hits their homes. That way the houses stay cleaner. Once again the participants praised the Germans ability to organize themselves well and be innovative. In the end, we thanked Jeremy Smith with a big round of applause and took a group picture in front of the Hohenzollern Bridge before he departed. Well informed and still more or less energized, the group went to have a nice and tasty dinner at a Cologne brewery!

International Dinner



International meetings are not only shaped by all the different languages spoken there, but they also focus on a variety of various customs, food, music and life stories. The International Dinner, which the Summer School organizes every year, enables all students – no matter where they are from – to share any kind of food, drinks or music that their home country/town/city is famous for. You can imagine that we spent most of the night trying every sort of food and drink in addition to the delicious food provided by a caterer.



There was something to taste from each continent of the world. And if you were willing to invest more time, you could have a lovely chat with the people who brought the food and talk about their homes and cultural traditions.

Since music is a very important tool to celebrate, to get to know people or to simply have a good time in most countries, participants from each country represented had a chance to play songs of their choice and, if they wanted, to perform a dance or sing a

song. You would expect that when strangers from all over the world come together they might be too shy to join in and dance along to a type of music they usually do not listen to. However, almost everyone was out of their seat joining in the fun, and after the Greeks and Russians had taught us their dance moves, all participants were in one long line dancing through the room, trying not to break anything. Besides learning Greek and Russian dances, people from Spain, Latin America, China, Taiwan and the USA got up and introduced their favorite songs



as well. Fortunately, the party did not stop participants from engaging in more deep and extensive conversations about cultural similarities and differences, as well as personal life stories. Some would sit apart from the group in order to not be disturbed while talking to each other for several hours. Some of them were so engrossed in their conversation that only they took short breaks to get up and secure some more of the delicious intercultural food. Officially, the International Dinner was scheduled to end at 9 pm. On the other hand, no one seemed to be complaining when the participants kept dancing another hour. Since no one wanted to go to bed at 10 either, the party continued in bars and clubs where the participants got to experience the nightlife of Cologne.





Trip to the City of Kassel



documenta 14
Αθήνα / Athen 8
Kassel / Κάσσελ 1
2017

“The real voyage of discovery consists not in seeking new landscapes, but in having new eyes.”

- Marcel Proust -



As daring as it is to object to the genius Marcel Proust, we'd claim that discovery can be even more breathtaking when one is immersed in completely unknown and challenging landscapes. The participants this year had the rare opportunity to pay a visit to the world's largest contemporary art exhibition documenta 14, which takes place every five years in Kassel, Germany and for the first time in the history of the event also in Athens, Greece.

The dark and rainy Saturday morning and the one hour delayed departure due to an electricity failure in one of the university buildings could not break the spirit of the Summer School adventurers.

The city of Kassel welcomed our group with sunny weather and open arms for us and other curious documenta visitors. Our journey started at the one of the crucial venues of the exhibition – the former post office of the city now called the Neue Neue Galerie (New New Gallery).

Numerous art pieces depicting political, social and cultural issues kicked off our exciting journey of exploration. At the entrance to the venue, the visitors to documenta were welcomed by a painting by the Australian artist Gordon Hookey depicting the problematic policy of the British imperialists regarding the local Aborigine tribes and their assimilation.

Continuing to the next art piece, which also dealt with related themes, the spectators were confronted with a massive curtain made of reindeer skulls and wire created by the Norwegian Marét Anne Sara. Born to family of reindeer herders of the Sámi community in Norway, she basically grew up surrounded by the struggle of the Sámi community to preserve its language and culture despite the persistent “Norwegianization”. Her piece reflected the controversial Norwegian Reindeer Herding Act of 2007, which forced the culling of hundreds of reindeers in order to establish new regulations for reindeer husbandry. These and many more art works at the New New Gallery challenged the creativity and knowledge of the students turning their perspectives upside down and giving them considerable food for thought.

Another place, which was worth paying a visit, was Königsplatz (King’s square) and its impressive obelisk. This sentimental place, which is host to political demonstrations as well as festive events, now reminds the citizens of Kassel of the issues regarding social inequality, migration and refugee politics with the sentence “I was a stranger and you took me in” writ-





ten in English, German, Turkish and Arabic. We thought this was a great location for a group picture. Our journey continued with a visit to perhaps the most popular exhibit of this year documenta – the Parthenon of Books by Marta Minujín. The artwork, which has the same dimensions as the Parthenon in Athens, mesmerized us not only with its impressive size but also especially with its background story. Thousands of donated books in various languages some of which had even been banned by governments around the world reminded us of the importance of civic engagement in today's society.



Walking alongside the monument, the participants were even able to find books in their native language or favorite ones from their childhood and adolescence. After taking pictures of this breathtaking piece, we proceeded to a traditional cozy German restaurant for dinner.

There the students continued their exploration of Germany by trying to figure out the difference between Jägerschnitzel and Rahmschnitzel and estimate how big a standard big German beer is.



The exploration of human creativity continued on Sunday. We went back to Friedrichsplatz (Friedrich's square) and the "Parthenon of Books" to carry on with our journey. One of the museums, which is an integral part of every edition of the documenta, is the Fridericianum. This venue starts provoking even before the visitor crosses the threshold. Instead of the usual title "Museum Fridericianum" on the portico, you first see a bunch of letters that seem unreadable at first sight, but then if you look closer, you recognize the sentence "Being safe is scary".

The statement is a tribute to the journalist Gurbetelli Ersöz who was prosecuted and tortured because of her support for the rights of Kurdish people in Turkey. Her diary was published in Turkey but banned shortly after its release. "Being safe is scary" also corresponds to the idea behind the creation of "Parthenon of Books" and its placement is definitely not a coincidence.

After waiting in the wrong queue for a half an hour, we managed to go through a mysterious group entrance at the back of the museum. This year the venue hosted exhibits from the National Museum of Contemporary Art in Athens. Various pieces tackled the transformation of human communication starting with the evolution of television and freedom of speech, going through the already forgotten audiocassettes and questioning a person's dependence on media in general.

Another widely addressed subject was borders in their multiple forms, for example the colorful "Bottari" ("bundle" in Korean) of Kimsooja. "Bottari" are traditional wrapping cloths that are filled with a person's important possession at a moment before leaving his or her native place. According to the artist they symbolize that "homeland is not topographically definable place, but a state of consciousness and belonging." For the installation at "Fridericianum", she added to her existing "Bottari" used clothing from Kassel and Athens.

After extensive exploration, it was time for a lunch break. A walk through the city center revealed the liveliness of the city with its numerous ice cream



and coffee wagons, street artists and laughter. On the way to the banks of the Fulda River, we took a group picture in front of the castle orangery.

Since the weather was on our side that day we walked to our next location. "Palais Bellevue" is a small and cozy building, that initially served as an astronomical observatory, then became a residence and part of the later destroyed "Bellevue Castle" and until recently housed the museum of Brothers Grimm – the world famous academics and cultural researchers also known for their fairytales. "Palais Bellevue" housed impressive exhibits like Olaf Holzapfel's film Zaun (German for "fence") depicting Chilean men building fences but also the interplay between the borders human build and those that come from nature.

Our last stop was the "documenta Halle". This building was a stage for pieces that were not only challenging in their subjects but also challenging in their scale.

El Hadji Sy for example makes his art from old clothing, abandoned boats or industrial materials. He takes "the useless" and breathes life into it by inserting musical instruments in an old rotten fishing boat or painting a person's destiny on an old 60 kg black pepper bag.

His art tackles not only personally relevant topics but also makes you question highly relevant issues like human migration and refugee crisis.



Another artist that leaves you wondering is Abouba-kar Fofana. At first, you see just a dozen t-shirts dyed randomly in different shades of blue that are hanging from the ceiling and make you feel so small and insignificant. The piece takes us back to when color production was done by extracting dye from ngalama (or indigo) leaves in a fermented indigo vat. Fofana's output reflects a spiritual practice based upon the belief that nature is divine and that working in harmony with it is not only where human started but also where they should eventually arrive. These two days were intense and provided us with a wealth of insights but also left a lot of questions open for every one of us. Our short journey to the great universe of Art even exceeded Mr. Proust's recommendation. He would have definitely been proud of us.

Innovative Projects in Teacher Education as Preparation for Future Classrooms

Workshop by Dr. Jan Springob

During the Summer School, our participants not only had the chance to discuss various subjects, but they were also able to gain knowledge about the German educational system and ongoing projects of the Center for Teacher Education (CTE) at the University of Cologne. Dr. Springob's colleague Mr. Henning Host presented an online platform called Kahoot, which teachers can use to engage their students in quizzes in a playful and fun way. He had prepared questions regarding the use of mobile devices not only as a private form of communication but also as a teaching tool.

The participants shared their experiences from primary school, high school and university and found a lot of differences between the approaches their teachers used. Going on with the presentation of Astrid Krämer, the group was introduced to the project

setting the course (German Weichenstellung), which encourages elementary school students to pursue high(er) school education. The program resembles a mentor or buddy program and consists of university students who accompany three pupils during the fourth grade and also in the following two years. This is an opportunity not only for the children to receive necessary support but also build their confidence and increase their self-esteem. On the other hand, the future teachers are eager to gain valuable experience and apply their knowledge and skills over a long period of time while being supervised by the CTE team. Ms. Krämer reported very satisfactory results and positive feedback from all who are involved in the project. Elementary school teachers always need a helping hand and are happy to have motivated



mentors in their classrooms. Parents of the mentees respond very well to the new friends in their children's lives, who are there to encourage and help whenever needed. Last but not least, the pupils benefit from the project by having one more person on their side who believes in their abilities and helps them grow.

The presentation of the Setting the course program was a good starting point for our Summer School students to fulfill their next task. They had to draft a workshop they always wanted to participate in but couldn't because they did not have the opportunity to do so or such a workshop just did not exist yet. As a good source of inspiration, we listened to Timmy Sullivan's TedTalk about the difference between a teacher and an educator. The first innovative project concerned the already existing platform Global learning observations to benefit the environment (GLOBE). The project builds a bridge between scientists and school students all around the world for the sake of research. To do so, teachers who sign up for the program receive online training and then can collect data with their students, which will be uploaded in the global database and can be used by research teams. Due to this global network, it is possible to collect impressive amounts of information and exchange it with people on other continents. The GLOBE project can be a new way to transform science classes into an opportunity to make an impact and raise awareness about pressing environmental issues. Going on with another concept, one of the Summer School participants presented her dream summer camp for teachers. At the beginning teams are built, kitchen duty is determined and sport activities are exercised daily.



The variety of sports does not focus that much on the physical aspects but more on the mental challenges which the camp participants have to face.

Every camp day ends with discussion and reflections in order to gain insight into the challenges and frustrations that students experience on a daily basis which future teachers should be aware of. Another thing to consider in teacher training are the weaknesses every future teacher brings into the classroom. It is not realistic to believe that teachers can be perfect, though to realize what character strengths a person possesses gives a future educator an advantage in the classroom. This was the focus

of another Summer School participant who drafted a program to raise future teachers' awareness of biases, character traits and coping mechanisms relating to classroom management. Similar to this concept, another student focused on multiple approaches in school and presented a two-day workshop. The first part focused on motivational techniques and engagement. Based on her own experiences and research, the participant presented her findings and promoted parents involvement in the classroom and diverse reward systems. An important aspect to consider was



the skills to build relationships without losing authority and also how this relates to Howard Gardner's theory of multiple intelligences, which proposes that every student learns best using a certain modality. Therefore, there is no universal formula for a perfect lesson, but rather teachers should be able to adapt and come up with flexible teaching approaches. And is there a better way to gain new ideas than to see actual teacher in their classroom?

According to another innovative project, future teachers should observe at the back of the classroom and

keep records of their impressions based on defined criteria. Then they can discuss and share their experiences in order to be able to reflect on their teaching style once they begin teaching. Suggestions for improvement of teaching methods were the focal point of a seminar for future teachers in Asia. The members of this group presented a syllabus of methods to include interactive tasks in the classroom, to use more media based sources and to create a dynamic class which does not focus so much on testing but on learning motivation. Could you imagine being motivated in school if you do not even understand what your teacher is telling you? For most parts of the world, being taught in your native language is just taken for granted. However, this is not the case with thousands

of Cameroonian pupils who have to learn in one or two foreign languages and face significant challenges from the first day of school. Our Cameroonian participant expressed his hope for classes in the respective native language to be established in the future in order not only to preserve local cultures but also to free children from an unnecessary burden for their age. These and many more valuable experiences can be integrated in a global network for education students. TWIOC was again a concept of an innovative project which allows future teachers from every country to exchange knowledge and participate in an discussion based program that does not involve tests and exams, but rather interaction and communication – both things which cannot be quantified and

evaluated on a piece of paper. Being innovative is not just a vague concept of coming up with unstructured and spontaneous ideas. With this task the participants demonstrated not only their awareness of existing gaps in their educational systems, but also their willingness to address them openly and suggest alternatives for the sake of students' and teachers' development and wellbeing.



Newly Arrived Migrant and Refugee Children in Schools

Workshop by Professor Henrike Terhart

Prof Dr. Henrike Terhardt's workshop on Newly Arrived Migrant and Refugee Children in Schools focused on another very relevant topic. The Summer School students gained information on recent global migration and refugees with a focus on children and adolescents. During the first session, the group became familiar with the topic in an appealing way by analyzing the current media discourse on newly arrived migrant and refugee children in Germany. They were also introduced into the present situation of these children and young people and were confronted with related questions regarding their integration into the German school system.

On the second day, the students were busy doing an international comparative analysis on the situation of newly arrived migrant children. Different country profiles such as Germany, Spain and Russia were presented by the student groups. The four aspects concentrated on were: access to the school system, principle(s) of schooling, further support for newcomer students and their families, and support for teachers and schools. The last workshop day concentrated on connecting the results with teacher education in the context of migration societies. Topics in this context were intercultural awareness and sensitivity, education against prejudices and racism as well as multilingualism.



International Perspectives on Multilingual and Multiliterate Classrooms





Workshop by Dr. Eva Knopp

More than half of the world's population grows up with more than one language, while many educational systems, at least in many Western nation states, are still oriented towards the monolingual child. Within the past 30 years, however, many new schooling concepts that cater for multilingual students have come up.

In this lecture-workshop, the students got an insight into different educational concepts of multilingual and multiliterate education. In the first part of the morning session, they were introduced to different exemplary models of multilingual education in Germany, Greece and the U.S. They learnt what the terms full, dual and partial immersion or submersion mean and how they play out in different societal and educational contexts. As part of this, they found out for which kind of multilingual child these programs

are intended and have been found to work well. This session comprised of both a lecture component and a workshop component, in which they worked in groups on developing their own workshop program.

In the second part of the workshop, they were introduced to narratives as an adequate cross-culturally and cross-linguistically valid tool of assessment of multilingual children. They first found out why narrative skills are good predictors of cognitive and linguistic development and literacy skills in late primary school children and how they are sensitive to differences in multilingual educational concepts. In a second workshop component, they worked in groups and elicited and analyzed their own stories in English and could experience how cross-linguistic and cross-cultural differences played out in them.




The Transatlantic Action and Design Based Research Partnership

Workshop by Professor André Bresges and his team

In Design Based Research (DBR), the development and the research parts take place through continuous cycles of design, enactment, analysis and redesign. Research on designs must lead to sharable theories – so-called “proto-theories”, in analogy to the “prototypes” of product designers – that help communicate relevant implications to practitioners and other educational designers. Action research (AR) is a process used to understand and improve practice in a professional context, usually education. Design Based Research and Action Research are very similar processes that rely upon high quality data to make the research work. In the Transatlantic Partnership, we focus on the aspect of inclusive teaching and learning that provides access

to STEM education without barriers based on language, ethnic, gender or culture. The Reformed Teaching Observation Protocol (RTOP) is used as a high quality means to characterize the instructional practice. During the course the group applied RTOP on several simple hands-on lab experiments. The students were divided into “student” and “observer” groups, alternating after each lab session block, and tried to describe and assess the impact of active learning strategies on students in lab sessions. Digital video recording was used by both groups to document the outcome of their experiment, for analysis and to add visual evidence to their assessment.



Series Circuit	Parallel Circuit
• A <u>simple</u> circuit in which one battery connects to <u>only one</u> light. 	• The parallel circuit always starts with a simple circuit!!! 
• A <u>series</u> circuit in which <u>two</u> or <u>more</u> light bulbs are connected to one battery in <u>one</u> circle. 	• A <u>parallel</u> circuit in which two or more light bulbs are connected in <u>more than one</u> circle and <u>not</u> influence <u>by one another</u> !!!



Critical Arts Education or “Learning from the South”?

Workshop by Aurora Rodonò

In this workshop, students got an insight into the project “Arts Education in Transition” (2015–17, Department of Art and Art Theory, University of Cologne) and explored the relation between Arts and Critical Education discussing the role emancipatory pedagogy can play in supporting the decolonization of thinking and doing.

(De) Constructing

Knowledge

Decolonization is not a metaphor

"Until stolen land is returned, critical consciousness does not translate into action that disrupts settler colonialism"

by Eve Tuck and K. Wayne Yang

Brought to you by POC Online
Classroom



Helios Schools – Inclusive University Schools of the City of Cologne:



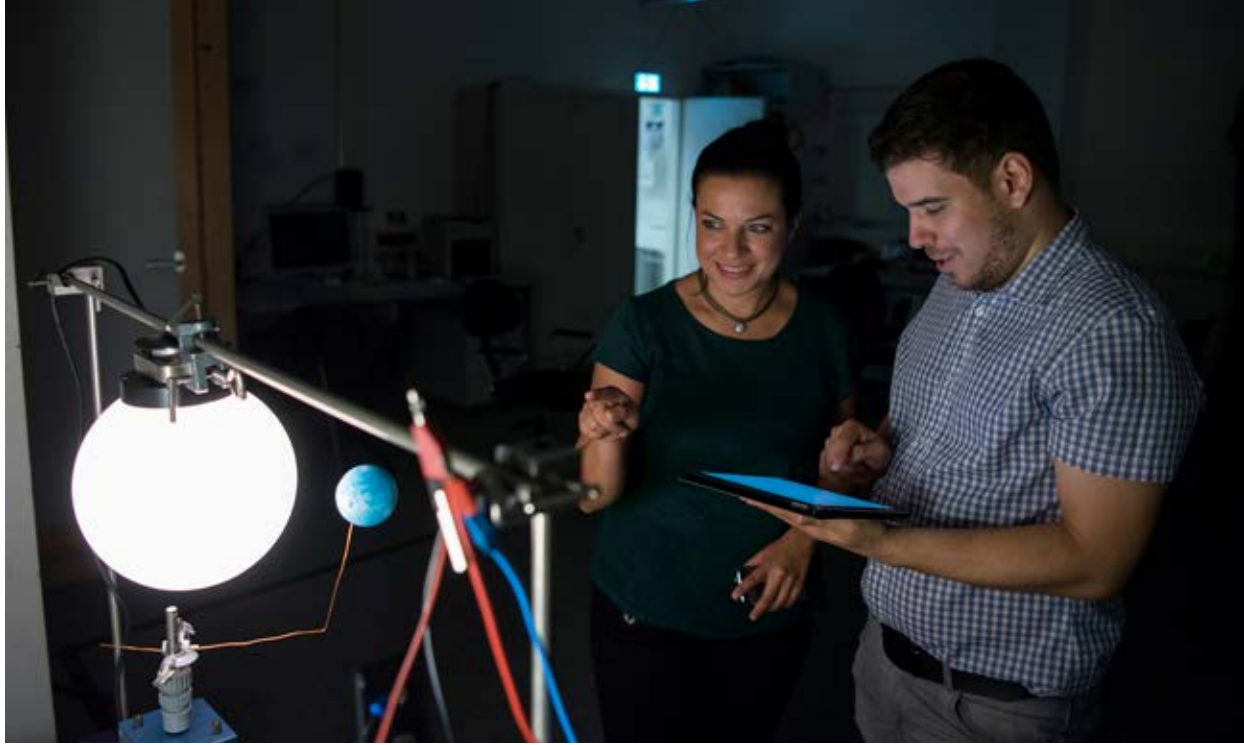
Perspectives on Inclusive Teacher Education by Silke Kargl and her team

Inclusion is on the top of the list of issues under discussion in Germany. Often it is linked to a narrow understanding that just focuses on special needs education. The Index of Inclusion (Booth/Ainscow 2002), the Declaration of Salamanca (UNESCO 1994), Equity Foundation Statement (Toronto District Schoolboard 1999) or the Profile of Inclusive Teachers (EADSNE 2012) instead embrace diversity in general which includes linguistic, cultural, social, cognitive, social-emotional and sensuous skills, capabilities or characteristics. This diversity is embedded in socially relevant categories such as sex-gender, disability, ethnicity, class and others. The papers mentioned above advocate for an inclusive education system and society that includes different needs, interests, possibilities and potentials of diverse learners. The teacher's role widens from instruction to assisting, guiding, monitoring, coaching and designing learning landscapes. Therefore, teachers focus on competences that are

measured by an individual reference standard. An appreciative attitude towards the pedagogical relationship also becomes more important.

The Helios Schools – Inclusive University Schools of the City of Cologne follow this paradigm shift. The Schools stand for change in terms of learning spaces, teaching methods, school structures and teacher training. The open all-day schools house grades 1–13. The primary school was established at an interim site in August 2015. The secondary school will open in 2018. A new outstanding building with highly inclusive standards is under construction, housing up to 1,300 students from 2022 on. During the workshop held by Silke Kargl and her team, the Summer School students were introduced to these schools. They were also introduced to inclusive methods and had the chance to experiment with them and to discuss the tasks and responsibilities of inclusive teachers.





Science School Lab



Workshop by Professor Andreas Schulz and his team

If you were one of those students in school who were convinced that physics is hard and boring and basically not for you, you should pay a visit to the lab of Prof. Schulz and his team. This place is not just the ordinary physics laboratory where you learn the fundamental principles of mechanics by heart and use formulas to solve endless equations to get a specific number.

At the entrance, you are welcomed by a spectacular wall painted called "Spaceship Earth" representing human progress in technology and science but also the dangers behind the growing power of humans over the planet.

Prof. Schulz's lab is an innovative project aiming to teach physics in a practical and comprehensive way and bring school and university together. There are no tests, no exams and no scary teachers. Pupils are mentored by university students who are training to become teachers and are taking advantage of this unique opportunity to gain valuable experience for their future careers. The lab is open to all grades and types of schools and has the ambition to expand and become a meeting point between schools and university. The workshop consisted of conducting various experiments that explore a particular natural phenomenon

followed by a short evaluation. Each of the five stations not only challenged the prior knowledge of our participants but also their creativity and their understanding of the scientific method by encouraging them to make hypotheses and test them right away.

One of the stations for example simulated the greenhouse effect, which is a crucial natural mechanism for sustaining the Earth's temperature within a habitable range. However, in combination with the CO² emissions released from human activity, the greenhouse effect is artificially accelerated causing global warming. A surprisingly easy way to see the greenhouse effect in practice is to compare the temperatures of two continuously illuminated water bottles, one of which contains CO² generated by dissolving a fizzy tablet. Within just 3.5 minutes, the temperature of the bottle with CO² rose noticeably higher than the other one. This stunningly simple experiment was enough to raise our awareness about the consequences of human actions on nature. You could just imagine what impact that station has on young pupils who are eager to know everything about the world and explore.

Their drive for exploration and adventure is further nurtured at another station built for the purpose of



discovering exoplanets. These are planets orbiting another star outside our Solar system. With the help of a handmade telescope used to look at two planets orbiting their stars, the participants learned the basic principle of discovering exoplanets. This is possible by measuring “the shadow” (the difference in the light curves) the planets cause when transiting around their stars. So if you have a good telescope, clear sky and patience on hand, you could find exoplanets from home. However, the method is not entirely error proof and tends to underestimate the number of exoplanets since the reference point is always the Earth and certain planet orbits cannot be detected. Here is where it comes down to perspective again. Because we only have the Earth as a vantage point so far, we are not able to observe potential exoplanets from more than one perspective. This means that planets whose transits are not visible for us cannot be detected with this method. Similarly, we only see one side of the Moon until we change our perspective and observe it from another place. So as much as this was a physics lab, the experiences also gave us food for thought on a range of philosophical questions.



To make it even more interesting, Prof. Schulz’s team can show you how thunder is generated during a thunderstorm. In fact, we actually felt the electricity our bodies can conduct using a device that charges a battery using the motion of two metal surfaces turning in opposite directions to create a magnetic field. When a particular amount of charge is reached, we closed the chain by touching the other person’s hand and released the energy.



This was of course not harmful in any way and was just the next challenge our participants had the chance to master. In line with most people's expectations, the participants shared the view that they were initially a little skeptical and insecure about being in a physics lab. Moreover, none of them was studying to be a science teacher; therefore, a subject like physics seemed to be even more distant. Surprisingly, even as adults, some were still influenced by the wide spread idea that physics is only for geniuses. But after the first part of the workshop our group was fascinated by the accessibility and comprehensibility of the experiments. This physics class was totally different from science classes they had experienced before.

Excited to share their feedback, the group met Prof. Schulz and his team on the next day for a final session. Together they reflected on the positive experiences such as having fun during the experiments but also gaining knowledge in a scientific way by formulating hypotheses and conducting tests. The activities created a bridge between theory and practice and captured the learners' attention. The groups gave their suggestions on how natural science can become personal and embedded into a social context.

Some of them were spreading and raising awareness about the importance of environmental changes through print media and involvement of real people who deal with such problems on a daily basis. It was also suggested that school programs especially those

regarding natural sciences should focus on building a strong association between complex subjects and fun. The more at ease and entertained the pupils feel during class, the higher the chance is for them to really enjoy and engage in the lessons and remember the information presented.

The involvement of parents should not be forgotten as well. One of the best ways to show students that their actions matter is for them to be able to spread the messages they want people to hear. There is no better place to start than in the family. Therefore, doing projects with family members could be another option worth considering for improvement of future pupils workshops. Improvement in the content and its ability to convey material was the focus of the school lab team during the reflection session. Prof. Schulz's team was eager to receive feedback from our participants since they rarely receive such comments from students and teachers who are not particularly involved with science. Therefore, both mentors and students contributed and benefited from the exchange of knowledge and impressions.

The visit to the school lab will not only be remembered for its innovative approach to teaching physics but also because of the enthusiastic future teachers who built the models, programmed the simulations and vigorously searched for new and better methods to make pupils not just love science but most importantly love learning.

Global Cities and the Challenges to Teacher Education

Workshop by Dr. Monica van der Haagen-Wulff

Take a moment and think about what the term “global city” means to you?

Ms. Monica van der Haagen-Wulff started her workshop on the topic of “Global Cities and the Challenges to Teacher Education” by asking the international and German students this question. The group talked about it intensively and made posters, which they presented later on. Since our students were incredibly creative and engaged, it would take too long to actually list all associations that were mentioned in relation to Global Cities. However, since this topic is very current and important, it is instructive to summarize the first day of the workshop by focusing on different categories of associations that were talked about. Globalization is a long process, which the students have experienced in various ways. One dichotomy that came up in every presentation was the topic of “boundaries vs. freedom” in a global city. The boundaries entail limitations in terms of finances, places to live and no-go areas to stay away from as well as

having difficulties to even walk from A to B, because of the extreme density of populations in some global cities. On the other hand, thanks to the improvement in technology, it is possible to easily travel easily the city by public transportation. The technological possibilities open up the national borders to a big new world. Nevertheless, that leads us to the financial boundaries and economic differences citizens experience every day. How do we pay for our rent, our public transportation system, our everyday needs, if we are not a part of the big global players or at least close enough to that richer way of life? Those are all important questions that people are constantly trying to find answers to. In particular, the idea of the American Dream and the apparent limitless life options it embodies were briefly discussed. “If you make it in a global city, you can make it anywhere. You could go from rags to riches.” All that sounds so easy, but what keeps everybody from achieving these goals? Are people not living in a constant world of reality vs. dreams and



Take a moment and think about what the term “global city” means to you?



illusions? How much does a global city actually allow its citizens to do?

Arguments by the students against the limitless options were for instance the fact that in a global city in particular an individual is always only one of many: individualism versus anonymity. However, it often seems like that the existence of the Internet helps people to transcend the limits of global cities or life in general, because an individual can be at only one place at a time but be simultaneously connected with almost the entire world. The world becomes the global city! Besides more freedom of expression and better transportation systems, the downside of global cities can be extreme and reflect the hierarchical system of the entire world. Air pollution, the destruction of the environment, cities that never sleep and inequalities are often being overlooked and appear as topics that become normal and that people feel helpless against. Caused by economically more “efficient” and westernized political decisions, social inequalities are widespread and can make life in a global city – indeed the world in general – miserable.

The loss of identities was also mentioned by some students. The reasons for loss of identities seemed to vary with every student. Some said that the constant competition with others to be a part of the better-situated classes, the western and industrial influences, the power of majority interests, plutocracy, capitalism, and the lack of openness and understanding of minorities cause and/or favor the social inequalities of global cities and the world. Discussing the topic of global cities also leads to many contradictory ideas and thoughts.

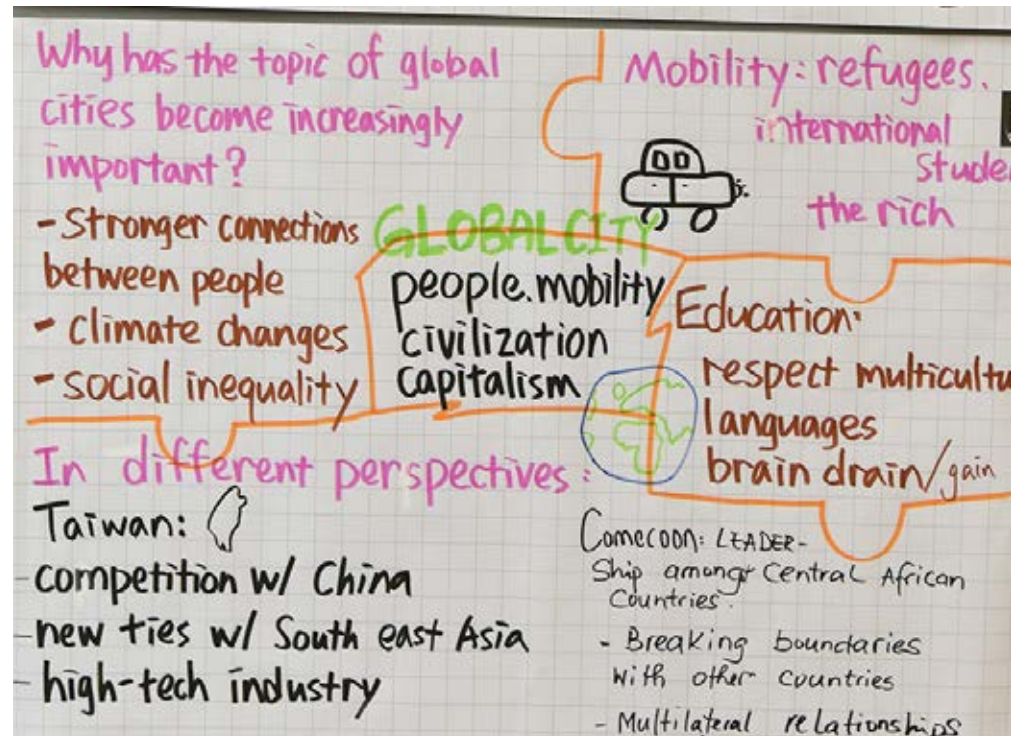
On the one hand, education in global cities is a symbol of inequality and advantages for the rich only. On the other hand, education in global cities becomes more equal in terms of what is being taught. Also, the opportunity to learn about many different cultures, languages and religions, for instance, opens up the students' eyes to multiculturalism. Learning about similarities and differences between different people gives them a chance to deal with these aspects respectfully and with more open mindsets. Students have a chance to find unity in such an open and diverse education. That unity includes a complete mixture of people from different backgrounds. Otherwise, the Cologne Summer Schools would not exist.

Along with such an education comes the awareness to understand the dynamics of change, its benefits as well as its dangers. Where there are diversity and troubles, diversity seems to be considered the reason for the troubles. In reality, the societal point of view of multicultural connections is the actual reason. Diversity is not always necessarily diverse. For example a classroom with 90% white people and 10% black people cannot be called diverse. Such a classroom is not equivalent to a sort of diversity in which the majorities of students belong to minority groups. Being diverse could also lead to minorities feeling the need to give up their cultural roots in order to fit into the less complicated diverse society. It includes having the freedom to have more than one ethnic identity, such as German and Turkish. It should not be necessary to choose between two nationalities if they are already a part of someone's personality.



Focusing on a teacher's perspective, the main goal the students came up with as a result of these points was students' need to learn from and with other fellow students no matter where they come from. Maybe you have recognized some of your own ideas on global cities. There is no right or wrong because everybody experiences it differently. In terms of figuring out what all this means for teacher education, the students agreed that the network of global cities, despite all the advantages, creates a hierarchy inside and outside

the global cities. There are the people who profit from the globalized world and those who do not. It is a teacher's jobs to help students built an awareness of these inequalities and learn to include them in their everyday actions in order to build a better understanding for everybody no matter what your economic, political or social status might be. In that spirit, an education that teaches the advantages and challenges of a globalized world is a chance for everyone to grow up with a better understanding of one another.

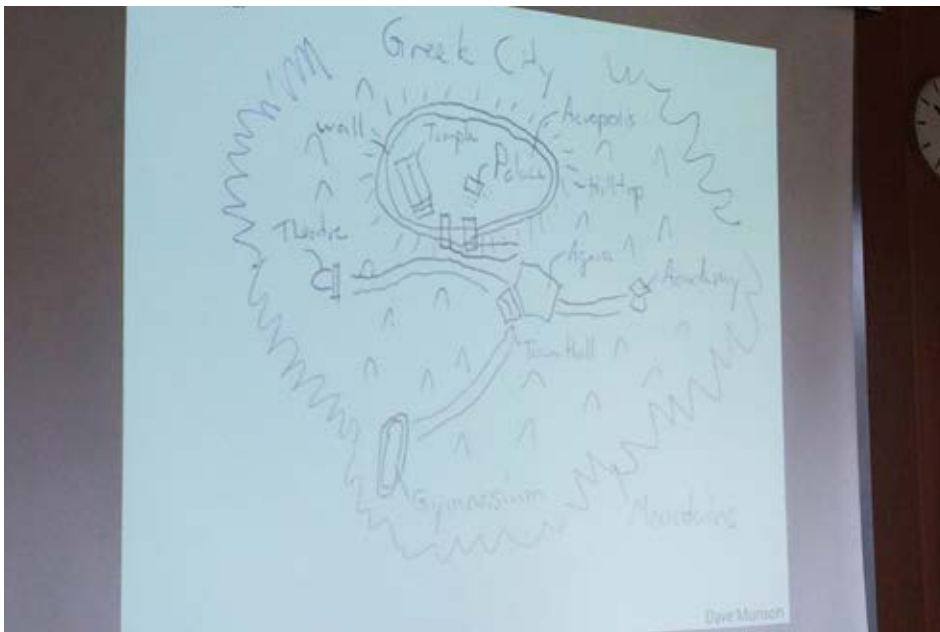


Art – Education and Urban Resistance

*Workshop by
Dr. Michael Lazar,
University of Haifa, Israel*

The workshop was continued by Dr. Michael Lazar from the University of Haifa in Israel with the topic “Art – Education and urban Resistance”. He put his focus on trying to explain the state of global cities by pointing out some historical developments and changes that cities experienced over time and how these changes came to exist. The developments vary greatly. In general, there are many different approaches that can be taken in order to express the impact different understandings of life can have, not just on politics but also on the architecture of a city. Especially when looking at modern global cities with the focus of segregation and social inequalities, it is quite interesting to see how a highway for instance is the border between two ethnic groups in a city like Detroit. Also, how the architects of the Manhattan in New York City originally planned to build Central Park and its surrounding buildings as equal places to live in. These observations can help reflect on the current under-

standing of a society. Building the houses in the same way so that there would not be any differentiations between strangers was one attempt to work against social inequalities. However, nowadays the buildings around Central Park are yet again a symbol for inequalities because the prices have exploded. Only the Park itself remains a place for everybody. Some more interesting aspects and examples were the consequences of constructing the Underground in London, which would then spread around the world. Of course, as discussed above, such innovation came with an important idea to make our everyday travelling easier. But it can also be looked at as another development that favored segregation. Because of faster and longer connections into the city, the wealthier groups of people were able to build up their own lives and houses outside of the noisy and polluted city, whereas the more poorly situated citizens had to stay in the city. It was a segregation of day and night.

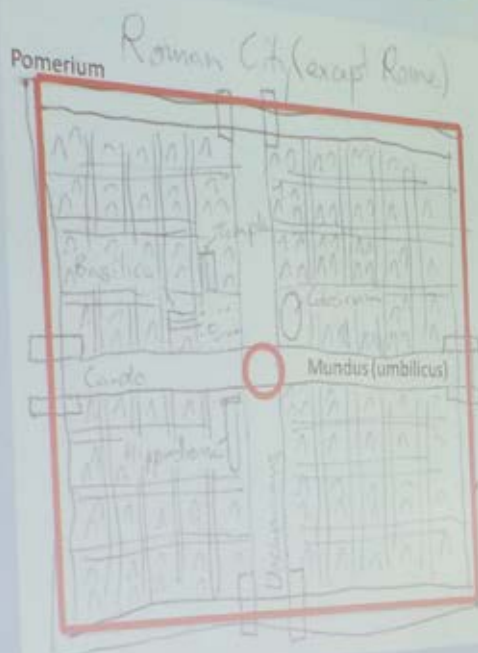


During the day everybody is together in the city, but during the night the classes split up. All these examples of segregation through architecture point out how people lose more and more the connection to each other. Nevertheless, the architecture cannot possibly be the only reason for segregations of that kind.

In addition to its many advantages in terms of connecting people from all over the world, technology can make the segregation worse: families glued to their phones while trying to have some “quality time” together. Especially for teacher education, it is crucial to draw the attention of the students to the advantages as well as the disadvantages of modern digital media if you as a teacher want to make positive use of such digital devices in classrooms. A fine line has to be drawn between making the best use of the incredible opportunities that technology provides and the danger of being controlled and taken over by your phone, tablet or laptop. A critical view on the news media should be included in the class discussions, with the hope to develop an awareness for several valuable points of views on the chances and dangers of the digital devices without excluding them altogether.

Another important issue in relation to global cities is the story of post-colonialism which can trigger a huge amount of discussion. Specifically in the context of intercultural meetings, it can lead to a wide range of perspectives being shared in the group. Post-colonialism can offer an immense amount of different kinds of constructions that were created to justify a conquest of another unknown country and its people. These justifications were pointed out by the students to be hegemonic constructions. That referred to the understanding of “the West” as needing to civilize “the rest” because the latter’s lifestyle was considered too different and “wild”. Nonetheless, the question remained who “the West and the rest” actually are. To answer that, discussions would have lasted days, if not longer. In the end, the students were not able to agree on one and the same definition of “the West and the rest”. Their conclusion aimed more at understanding that this dichotomy does not exist since it is merely a construction made up to justify colonialism and its consequences.

About functionality



Dave M... ..



Farewell Dinner

“The return makes one love the farewell.”

- Alfred de Musset -

Diversity is what makes the interaction with people from all over the world so exciting and enriching.

During the Cologne Summer School, our participants got to know traditional German cuisine, tasted various oriental dishes from local shops and bakeries and tried sweets from Russia, Australia, Canada, Greece and many more. The farewell dinner was a great opportunity to enjoy another beloved cuisine – Chinese food. In the heart of Cologne, we were warmly welcomed by the owners of restaurant Ginger who were more than delighted to meet our group and especially the students from Taiwan and China. Since we had language experts in the group, we were able to decode the Chinese caption under the name Ginger, which was “Eating is a priority”. Our “local” experts introduced us to the traditional dining culture, where diners order a couple of main courses and share them with everyone at the table. Unfortunately, we were lacking the most important element for this – a round table. But we were still eager to try it the Chinese and Taiwanese

way. The hosts were so dedicated that soon the table was full with duck, shrimp, chicken, noodles, tofu and even beef which they flambéed in front of our eyes. Traditionally, all dishes were served with a generous amount of jasmine rice. Effortlessly, sharing food turned into sharing memories and experiences of the past days and our reluctance to say goodbye at the end of the program. Soon our table became the loud corner of the restaurant in contrast to the other small groups enjoying their food quietly. We brought life to the restaurant and asked a stranger at the next table to take a group picture of us. Smiling and saying “cheese” took longer than expected because of a small flash failure since the camera flashed every two or three seconds no matter what the “new” photographer tried to do. Eventually, everyone was laughing at this hilarious situation while still trying to maintain serious demeanor for the camera.

The wonderful evening went on with us grabbing the best ice cream in the city, talking, laughing and creating precious memories of our time in Cologne.



Presentations and Certificate Award Ceremony

Three weeks of hard work combined with an impressive team spirit can only end with great presentations and creative ideas. And so we were invited to enter a gallery presenting a new school of ideas made up by the first group of participants who had worked with Prof. Terhart on creating their own school and community made up of all sorts of communal spaces and areas. The school included psychological and financial support for teachers and specifically for students and parents.

The second group talked about the many creative ways to better integrate Sciences (Prof. Schulz) in everyday school life. These ideas were strengthened by the many hypothetical and real-life examples from their different home countries. Seeing these ideas put into practice spread the feeling of accomplishment and broadened the students' horizons helping them realize how much is possible when you work as a team and strive for a goal together. Intercultural exchange also

made the presentation very interesting.

Last but not least, the students of the third group (Dr. van der Haagen-Wulff) presented their ideas on global cities and used Cologne as an example of a city with multiple cultures living in one urban area. The international students were able to find many places in Cologne that reminded them of their home countries. In reflecting on their stay in Cologne, they felt that these familiar cultural aspects made their stay feel like a visit to a home-away-from-home and that they were thus able to relate to the "Cologne culture" and the differences as well. For them, art was a very good way of expressing their own cultural identity in a foreign place and therefore enabling others from their hometown to feel like they belong whenever they visit a new place. Next in line was a presentation on the topic of innovative teaching skills and necessary changes in the development of teachers and teaching systems (Dr. Springob).







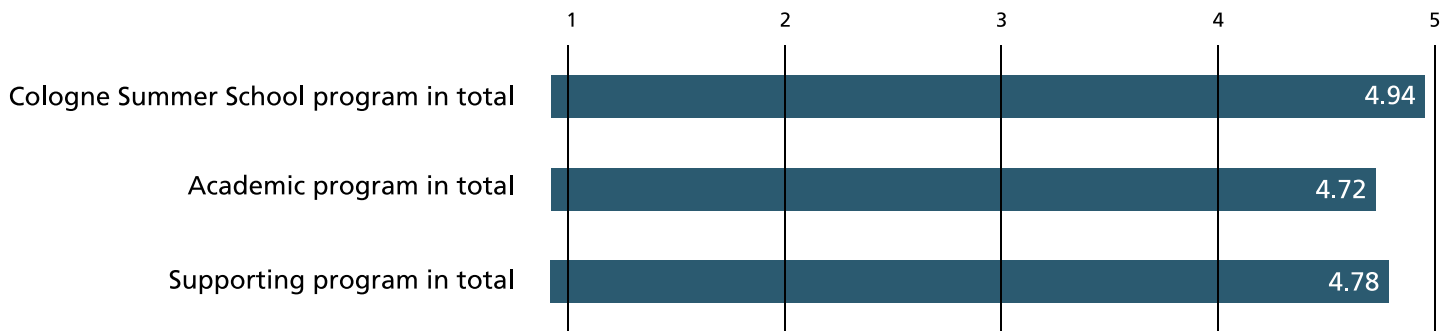
The students presented the different ways universities in their countries handle the preparation of young teachers for their everyday experiences in schools. The advantages and disadvantages of a balance between theory and practice were outlined and discussed. In the end, it was clear to see that all countries had their own complex and legitimate systems, which could, however, benefit from the differences in these various country related systems. After these great presentations, all students received their certificates. All group organizers were there to shake hands or exchange hugs with these great participants and hand out the certificates. Prof. Terhart, Dr. Springob, Prof. Schulz and Dr. van der Haagen-Wulff, and Prof. Neubert, the Academic Head of the Cologne Summer School, were also amazed by all these incredible and creative presentations the students had prepared in just three weeks. As a thank you for organizing all these great workshops on so many various and important topics and for their vital contribution to this year's Summer School, all professors received a "merci" from Victoria Busch and her team. Ms. Busch and her team were delighted when they also received thank you presents and flowers from the participants. Slowly, a slight sadness came over the people who had experienced the Summer School because it was becoming clearer and clearer that the three weeks were unfortunately ending. Nevertheless, the long goodbyes were full of many promises of crossing paths again, and the loving hugs let everybody depart with gratitude of having been able to experience such an amazing and impressive time together.



Program Evaluation & Ratings

The program was rated on a scale from 1 (“not at all” or “very bad”) to 5 (“very much” or “very good”). The results showed that the participants were very satisfied with the program as a whole and felt they had come to a good place where they had been taken care of. We did an extensive evaluation of the Summer School. The following summarizes the most important results.

The participants evaluated the program by filling out an online questionnaire.





Cologne Summer School on Stem Cells and Use of Animals in Research

The summer school on Stem Cells and Use of Animals in Research, which took place at the Faculty of Medicine of the University of Cologne from 3rd – 16th of September in Cologne, gave the chance for German and Cameroon students to work with specialists and gain a new perspective on the scientific method and research. The events gathered a total of 14 participants (ten of them were selected from different fields of study with equal gender representation, three Ph.D. students and Adolphe Monkiedje scholarship holder from the University of Buea (Cameroon) currently here at the University of Cologne and one doctorate student of the University of Cologne).

Stem cells have the remarkable ability to become any cell types found in humans, and that research is a complex and very thrilling field, which promises fantastic therapeutic discoveries in several areas.

The purpose of this Summer School program was to present basic facts and principles that are essential for stem cells use, care of animals and for the quality

of research. Specifically, we provided comprehensive and sophisticated training as well as state-of-the-art methods on the use of stem cells in research, cellular, molecular and developmental biological principles in addition to discussing the use of animals for advancing cell therapy and understanding human development and disease.

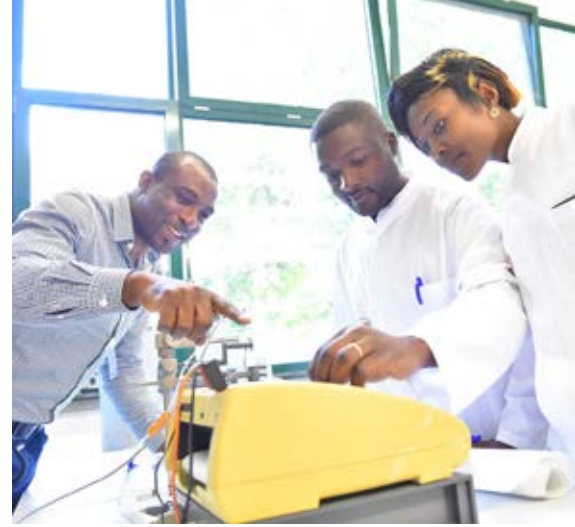
The school also provided cultural exchange between participants from Germany and Cameroon. The main objective of this Summer School was to improve knowledge of stem cell research and basic concepts of animal handling techniques as well as skills required for working with mammalian tissue and cell cultures.

The structure of this program allowed for an ideal combination of theory and practice. Each day was divided into two sections. The morning sessions were primarily lectures, whereas the afternoon sessions were dedicated to practical group work and/or social events such as excursions.



The schedule of the summer school comprised 12 lectures and five practical exercises, and two special sessions distributed over two weeks. Throughout the Summer School, participants had the opportunity to present their Ph.D. research project. Each was given 20 minutes to give a talk, answer questions and receive the feedback from speakers, other participants and invited scientists from the faculty of medicine. The Summer School program was opened by Prof. Dr. Manuela Günter, Vice Rector for Gender Equality and Diversity of the University of Cologne. The opening ceremony, moderated by Dr. Stefan Bildhauer, Head of the International Office, featured different speeches.







In order to obtain feedback from the participants regarding their experience from the summer school on SCAR2017, they were asked to fill in a questionnaire via 'survey monkey' at the end of the summer school. Concerning the overall evaluation of the Summer School, 36%, 57% and 7% of the participants judged it as Excellent, Good and Average respectively. We conclude from the results that the participants were very satisfied with the selection process, the organization as well as the realization of the summer school. Overall, the experiences we made during this first year of organizing the Summer School for our Faculty in Stem Cells and Use of Animals in Research has been very positive. We see clear benefits, not only for the students but also for ourselves and the speakers/trainers, who provided truly excellent lectures and hands-on training for participants with different educational backgrounds and cultures. After this success, we are excited to get started planning new topics and ideas for the next Cologne Summer School of the Faculty of Medicine. Currently scheduled for September 2018, we are considering several locations around the world to host the next edition of the Summer School.

International Workshop on Advanced Materials Challenges for Health and Alternative Energy Solutions

The second NANOMed Summer School was successfully held from 5th – 7th of July 2017 at the University of Cologne in the Chemistry Department. This year's summer school took place in conjunction with the international workshop on Advanced Materials Challenges for Health and Alternative Energy Solutions (AMAES-VI) and the Rhine Ceramics Round Table, which allowed us to attract more than 25 distinguished international speakers from all over the world, who presented thought-provoking lectures for the attendees of the summer school. These high quality

presentations also pointed out the current research issues in the field of nanomedicine and alternative energy solutions with a focus on energy transition. As in the previous year, the Summer School was actively supported by a group of student volunteers, who were responsible for attending to the guests and external participants at the registration desk. The event was opened by the lead organizer and host Prof. Sanjay Mathur, who gave the welcoming remarks and also delivered a talk on science and engineering of nanomaterials followed by lectures on the fundamen-



tals of material science by Dr. Yogendra Mishra from University of Kiel, Germany and Dr. Taejin Hwang from Korea Institute of Industrial Technology (KITECH), Korea. In the evening, a poster session was organized in a casual but nevertheless scientific atmosphere accompanied by the regional specialty Kölsch and pizza. Every young researcher who presented a poster won an annual membership for the American Ceramics Society (ACerS), one of the biggest material science societies in the world, which was handed over by Dr. Mrityunjay (Jay) Singh, who is the Past-President of the American Ceramic Society and Chief Scientist at the NASA Glenn Center in Ohio, USA.

The second day started with two lectures, which were additionally supported by the Materials Science Lecture Series organized by the Materials Research Society (MRS) through the joint International University Chapter of MRS and E-MRS in Cologne (<http://mrs.uni-koeln.de/start.html>). Following the stimulating talks by MRS Lecturers, several international experts presented their recent research results and discussed with the students about current advances and challenges in nanochemistry.

In the evening, a barbecue was organized with self-made decorations so that the entire group could dine just like a big family at a long table. The Cologne weather showed its sunny side during this event boosting everyone's mood at this lively event that gave ample opportunities for interesting talks and discussions. During the last day, the International Rhine Round Table was held as a companion program to the Summer School. This international round table,





which started a dialogue between various national, European and international societies to promote more active inter-sectoral collaboration, was a highlight of the Summer School and was officially opened by Prof. Dr. Guenter Schwarz, Dean of the Faculty of Natural Science and Mathematics at the University of Cologne. Prof. Schwarz underscored the importance of internationalization and international collaboration in his welcoming remarks and thanked the international speakers for their efforts in sharing their knowledge with the students at the University of Cologne. After several scientific talks in the morning, the discussion round between the professors focused on increasing the attractiveness of natural sciences for students as well as future perspectives on science education. Parallel to the Rhine Round Table, two workshops were organized for the students focusing on the compatibility of family and career as well as starting your career in industry, which was presented by Philipp Aschmann, a representative of Covestro. The highlight of the last evening of the Summer School was a conference dinner in a typical Cologne brewery with Kölsch and traditional food. During the dinner, the organization team of Prof. Mathur's workgroup received very positive feedback, not only from participating students but also from the invited speakers, who based on these positive impressions stated their wish to return and support future Summer Schools organized in Cologne. We therefore wish to continue this event in the following years not only to keep up the successful tradition but also to sustain the fun and positive energy generated through this team effort.





[sic!] Summer Institute Cologne 2017



On the 8th of September 2017, a group of 45 masters' and Ph.D. students from 13 countries explored the documenta in Kassel. The excursion to one of the world's major art exhibitions was the grand finale of [sic!] Summer Institute Cologne 2017. The directors Prof. Peter W. Marx and Prof. Tracy C. Davis led the Institute, which is an integral part of the cooperation between the University of Cologne with Northwestern University, Evanston, USA.

This year, [sic!] offered a two-week program, which

took place at the beautiful surroundings of the Theaterwissenschaftliche Sammlung at Schloss Wahn. Discussing the topic of "belief/believe", Institute participants took part in one of three seminars: Sound Studies, Theatre Historiography or Visual Narration. Each seminar was co-taught by a faculty member from Cologne and from Northwestern. This year, gifted students from India, South Africa and Israel were awarded [sic!] plus U stipends that made it possible or these students to participate in the program. Furthermore,



[sic!] plus U also enabled the Summer School to increase its diversity and to enrich the research perspectives represented in the conversations.

The topic of “belief/believe” invited faculty and students to think about questions of certainty, forms of knowledge and mechanisms of make-believe. In eleven three-hour long seminar sessions, participants had intense and fruitful discussions. The students’ own projects were not only contributing factors to the seminars, they were also presented in poster sessions throughout the Institute. Especially for young scholars from the humanities, the posters were a unique way to think through one’s project while engaging with other Ph.D. projects. [sic!] offered multiple ways to extend expertise and reexamine dissertation projects in challenging and inspiring ways.

Yet, students also had many opportunities to explore Cologne and German culture – in study trips to churches in Cologne or to the WDR, a “Büdchen” tour, an evening of Kegeln (German bowling) or Kölsch, a concert of electroacoustic music, excursions to the Dechen Cave, the Bundeskunsthalle or to Aachen, and finally to Kassel for the documenta. For the first time in the history of [sic!], the directors welcomed back alumni who participated in the Institute in the past and have continued their careers as scholars ever since. The alumni Jonas Tinius and Sofie Taubert were proof of a successful life post-dissertation. And that is something to believe in.



The Cologne Academies

The Cologne Academies 2017 started on Sunday evening, September 3. The participants of the 12th Cologne Academy on Business Negotiation and Mediation and the participants of the 15th Cologne Academy on International Commercial Arbitration attended the Welcome Reception at the seminar building at the University of Cologne. This was a great opportunity to meet all 63 participants from 16 countries, including people from Egypt, Canada, Puerto Rico, India and Dubai, to name just a few. Professor Dr. Klaus Peter Berger gave the opening speech. He even presented the legendary AX-100 Special Surveying Instrument, the item that is the subject of the parties' dispute in the case study which forms the basis of the Academies.



The 12th Cologne Academy on Business Negotiation and Mediation

On the first day, our first workshop leader Ian MacDuff gave an overview regarding negotiation techniques and shared his fascinating experience with us. The participants had the opportunity to develop strategic elements of negotiation during different group-work activities and interactive group discussions. Moreover, he introduced us to the case study, and we watched video clips of a negotiation. These video clips were very helpful as they visualized and underlined the problems of the case. In the further course of the day, the participants analyzed why the negotiation between the two parties failed. In doing this, the participants examined principles of negotiation. In the evening, we went on a guided city tour through Cologne together with the Arbitration Academy participants. An interesting and eventful first day at the Academy ended with a traditional Kölsch at a well-known Cologne brewery.

On Tuesday, we turned our attention to the mediation process, as the negotiation between the two parties of our case study failed. After establishing the main characteristics of mediation and the advantages it has compared to a non-assisted negotiation, we focused on the first stage of any mediation: the opening. This phase mainly consists of the opening statement of the mediator and the parties involved. The opening statements can be decisive for the tone in which the mediation will be conducted and its likely success. This is also where the mediator's competence starts to play a prominent and decisive role towards finding a positive outcome. To develop such competence, we took both a theoretical and practical approach with our workshop leader Ian MacDuff. This allowed us to acquire skills in an interactive way.

After this academically loaded day, we had the opportunity to relax on a river cruise on the Rhine, while enjoying the view of the beautiful city of Cologne.



On Wednesday, Guy Hollingworth, who is a barrister and mediator from London, joined our class. As a practitioner, he was able to provide us with further knowledge on the mediation process and a deeper understanding of what it is like to work as a mediator in commercial cases. It was very interesting to see the slight differences in his techniques in comparison to the ones Ian MacDuff had taught us. By video analyzing a simulated mediation and asking questions he built up a great atmosphere in class. We also looked at the mediator's role in a critical way – every question was answered thoroughly.

On the last day of the Academy on Business Negotiation and Mediation, we had the pleasure of listening to the co-founder of the Academies, Professor Dr. Klaus Peter Berger. We were introduced to the final steps of mediation, namely drafting the settlement terms and how to commit parties to those terms. One of the tasks was a brainstorming session on what, based on our knowledge so far, we would include into a settlement agreement. However, even though the parties were satisfied with the outcome of the mediation, a final dilemma led to the ultimate failure of this mediation procedure.

An outlook to what happens next was given in the following joint session of both Academies, presenting the complete toolbox of Alternative Dispute Resolution. In conclusion, the Cologne Academy on Business Negotiation and Mediation exceeded our expectations. We not only got the chance to learn from highly qualified international practitioners but also from our culturally diverse classmates. Therefore, we can wholeheartedly recommend participating in this insightful program.

The 15th Cologne Academy on International Commercial Arbitration

On the first day of the Cologne Arbitration Academy, Professor Berger, Katia Renner and Stefan Hoffmann taught us what arbitration is. We started with the basics so that every participant was on the same level of knowledge in order to develop a deeper understanding in the process. Prior knowledge wasn't required; on the contrary, we learned everything from the beginning. Moreover, the workshop leaders gave us an impression of the practice of arbitration. A tribunal was formed, a case was handed out and the group was divided into claimants and respondents. In these individual, smaller groups Professor Berger and Stefan Hoffmann taught us about case analysis, strategies and tactics. Afterwards we were guided through the old city center of Cologne and visited a typical brewery. Beer and nice conversations rounded off the day.

On Tuesday, the second day of the Arbitration Academy, Professor Berger and Dr. Boris Kasolowsky gave us valuable and detailed insights into oral pleading. This included the important and interesting subjects: "Advocacy Skill" and "The Art of Persuasion". Again divided into two groups – claimants and respondents – we focused on these topics and put the knowledge we had just gained into practice. With the active support of the workshop leaders, two participants of each group held their opening statements. The interaction with the tribunal and the opposing counsel prepared us for the "real deal". During the whole workshop, the workshop leaders gave us detailed suggestions and feedback to improve our performance. The highlight of the evening was a boat trip on the Rhine.



We got to know lawyers from prestigious law firms and enjoyed the nice view with good food and drinks. On Wednesday, the workshop leaders Professor Berger and Steven Finizio pointed out the significance and means of evidence. We dealt with witness statements and in order to do so were once again separated into the two groups. In the end, we got the chance to do a cross-examination, which was quite entertaining, especially since Professor Berger played the witness in a challenging and funny way. On the last day, Professor Stefan Kröll was the workshop leader and the main topic was procedural orders,

which included information about the costs, settlements and interim, partial and final awards. In a joint session with participants of both Academies, Professor Berger explained the differences and similarities between Arbitration and Mediation. The well-organized program and expertise of the workshop leaders allowed us to gain a vast knowledge of the theory and practice of International Commercial Arbitration in just a few days. Mara Jochims, Beatrice De Smedt, Eva Fritz, Martin Bongartz, Jaqueline Neiazy, David Neldner.

KölnAlumni WELTWEIT Summer School 2017: Dimensions of Social Inequality

For the ninth time this year, the International Office and KölnAlumni WELTWEIT of the University of Cologne warmly welcomed a diverse group of former exchange students, lecturers and scholars to this year's KölnAlumni WELTWEIT summer school. A group of students as well as doctoral students, and professors – all members of the KölnAlumni WELTWEIT network – returned to their beloved city of Cologne in order to discuss the issue of "Dimensions of Social Inequality". As the international alumni have already acquired advanced language skills during their time living in

Germany, this year's Summer School followed the tradition of being held in German. Twenty-eight participants from different nationalities and generations were invited to take part in the interdisciplinary and intercultural exchange, which took place from 30th July till 4th of August, 2017. The ambitious participants came from twenty-two different countries and represented diverse academic fields. Thus, this summer school illustrated the exceptional nature of this opportunity to profit from a multi-perspective reflection on the topic. Specifically, the Summer School week focused on the



interrelation between the emergence and reproduction of social inequalities due to socioeconomic backgrounds, ethnic affiliation, languages, religion, gender, etc. in addition to the structures, discourses as well as practices within the scholastic and extracurricular education. In the interdisciplinary workshops, the program aimed to foster an effective and wide-ranging transfer of knowledge by taking advantage of the diversity of outstanding and current teaching and research concentrations of the various faculties. Additionally, external institutions and initiatives were included into this dialogue and process of competence enhancement. However, before delving into the topic of social inequality and intercultural education, the group had some time to meet and get to know each other at the Brauhaus Pütz while enjoying great meals and traditional Kölsch beer. As two Cologne Summer School programs organized by the International Office this year started simultaneously, participants of both programs were welcomed in one opening event. After the official part of the event with different welcome addresses, the guests enjoyed the relaxed atmosphere, the food and the beer while getting to know each other.

The first day of the KölnAlumni WELTWEIT Summer School opened with a focus on social inequality. By presenting aspects of social inequality in their home countries, the alumni were able to make individual contributions to the topic. Thus, the participants got to know a lot about the social structures in Spain, Brazil, Italy, Mexico, Taiwan, Belgium and the United States.

Academic approaches to the topic were provided by a range of scholars and professors from the University of Cologne. Initially, Ms. Valerija Schwarz, a doctoral candidate at the University of Cologne, introduced the group to the scope of theories on social inequalities. The introduction was followed by a presentation of Dr. Philipp Lersch who posed the question “Is Capital back?” and introduced the alumni to the distribution of economic wealth. Dr. Ursula Köstler and Ms. Nicole Vetter presented civic engagement as a seismograph for social cohesion. From a different perspective, Prof. Béatrice Hendrich illustrated a relevant facet of how Islam relates to this topic by presenting various organizations and collectives from Turkey situated in Germany. Ms. Karolin Kalmbach used the image of a “Bridge over gender troubled water” to help us gain an insight into the discourses on heteronormativity. The week was completed by Dr. Alexander Follmann, who provided us with a global perspective on “poverty and globalization: challenges, risks and opportunities”. In addition to the academic presentation, the alumni who took part in the 9th KölnAlumni WELTWEIT Summer School were asked to give a short presentation on dimensions of social inequality in their home countries.





Finally, the participants were offered a wide range of dimensions of social inequality throughout the world. To include an extra-academic perspective, the group visited regional institutions and initiatives. Under the guidance of Prof. Jürgen Friedrichs and Mr. Heiko Rühl, the participants were introduced to the area of Mülheim, which is a living example of the process of gentrification. Afterwards, they were invited to get to know the community center “Mütze”, where the social worker Hans Leiseifer gave them a brief introduction

in his work. Another day, the group participated in a guided tour of the DITIB Mosque in Ehrenfeld, which gave them a chance to put their knowledge of Islamic organizations into practice. Finally, in line with the motto “Science for a better life”, the group visited the exhibition areas of the Bayer Company in Leverkusen. On the last day the participants received another recognition for their intellectual contributions: The KölnAlumni WELTWEIT Certificate.



Cologne Summer Schools





**around
the
Globe**

Egypt: Cologne Aswan Summer School on Heritage Management and Storytelling

What makes a good story?

Five elements are indispensable, marketing specialists tell us: a reason why you are telling it, a hero, a conflict situation as starting point, and it should evoke an emotional response and have “shareability”. Following Simon Sinek’s Start with Why, we also started our introduction to the topic of CASSHS 2017 – Heritage Management and Storytelling – with “why”, followed by “how” and then by “what”. “A good story, however, does more than inform or amplify. It adds value to the topic,” we are told.

Storytelling has become a key issue in creating, conserving and promoting heritage.

CASSHS 2017 focused on three main aspects of heritage management: 1. Conservation, integrating cultural and natural as well as tangible and intangible heritage; 2. Pluralizing Pasts, showing how singular professional

narration about heritage is being more and more replaced by a multitude of interpretations by different voices, and identity building and human rights are becoming central issues for any heritage manager; this leading directly to, 3. Heritage Promotion and awareness-raising for heritage topics and a discussion of traditional and new methods to realize it.

Also this year, students from Aswan and Cologne from different disciplines met again in Cologne and in Aswan. In addition, new partners from the TH Cologne and the Arab Academy for Science, Technology and Maritime Transport in Aswan joined our team to realize one of the most fruitful programs on the topic. Prof. Friederike Waentig and colleagues from the Conservation Studies Institute at the TH Koeln introduced us to the field of preventive conservation and explained decision-making in conservation on different objects under conservation in their workshops.

Dr. Monica Hanna from the Arab Academy gave a first-



hand account of the problems and negative effects on heritage protection and management in Egypt in the years since 2011. This situation makes clear to anybody responsible for heritage how important it is to involve communities in an up-to-date heritage management process. Storytelling was also experienced in different formats of visits to heritage assets and sites. On a trip to Nuremberg, we enjoyed a walking tour through the historic city, the president of Altstadtfreunde e.V. Nuremberg himself being our committed guide, and a bus video tour on the huge Nazi party rally grounds and to the memorial of the Nuremberg trials. And on a Segway tour, we had the chance to explore industrial heritage and renaturation in Dortmund.

Among the many trips to different sites in the governorate of Aswan, certainly the visit to the temples at New es-Sebua and New Amada was fascinating and inspiring – and exciting when a tire of our car burst on the desert road. The temples at these sites on the shore of Lake Nasser were also translocated during the salvage campaign in the 1960s and are part of World Heritage in Nubia. The Arab Academy is currently working on a comprehensive concept for better management and promotion of these sites. In groups, the students developed some aspects towards a strategy for integrated management and improved marketing of Aswan and its heritage. Their interesting presentations at the closing session of the successful summer school made obvious the importance of this topic, which we are planning to develop further together with the students in workshops – and hopefully during the next Cologne Aswan Summer School in Heritage Studies.



Israel: IUS meets IDEC – Democratic Education in Israeli Diversity

This Summer School at different locations in Israel aimed to help teacher trainees from the University of Cologne gain insight into the inclusive educational practices of the diverse, multicultural and democratic state of Israel during the ten-day long stay. Democratic values in education take on an important role when it comes to the inclusive development of schools. In the first part, the Cologne Summer School “IUS meets IDEC” took place in Tel Aviv-Yaffo, where the participants had the possibility to get to know the city on their own as well as on a guided tour through the old part of the city, Yaffo. The stop at the LGBT center showed some of the diversity of Israeli society. The visit to Beit Hatfutsot – the Museum of the Jewish People – gave the students an insight into Jewish history and Jewish life today.

Attending the “International Democratic Education

Conference (IDEC) 2017” from 28th of March to 4th of April in Hadera was the second part of the Summer School in Israel. IDEC 2017 brought researchers and players in the fields of democratic education from all over the world together and offered workshops as well as lectures. As a part of the extensive program, the students could visit democratic schools in Israel like the Bialik Rogozin School in Tel Aviv and come in contact with pupils as well as teachers. The team of the “school is open” BildungsRaumProjekt, who organized this Summer School, were able with the students’ help to expand the conference’s program with a workshop of their own. Democratic development is also closely related with combatting all forms of anti-Semitism. Therefore, the third and last part of the Summer School “IUS meets IDEC” dealt with commemorative culture and how to facilitate the decons-



truction of anti-Semitic patterns of thoughts and behavior. To translate this theoretical material into concrete, experience-based competencies, the students spend a study day at the International School of Holocaust Studies in Yad Vashem, the World Holocaust Memorial Center. Yad Vashem not only addresses the persecution and annihilation of the European Jews, but also seeks to tell the story of people's lives before and after the Holocaust.

The current anti-Semitic discrimination, especially Israel related anti-Semitism, is sadly part of life today for Jews, and this was addressed in more detail in a workshop during the study day. The different parts of the Summer School were an excellent way for the students to discover Israeli diversity and the multiple perspectives first hand.

All participants in the Summer School were able to acquire new experiences in the field of democratic education for their further professionalization. The experience is represented in areas such as dealing with heterogeneity, intercultural competences, participation and social interaction, which are all features of successful inclusion. They could also broaden their professional competences regarding democratic and inclusive values, commemorative culture and the combat against anti-Semitism. Further contacts to pupils, teachers, researchers and facilities of teacher training in Israel will hopefully lead to exchanges and other forms of continuous, long-term cooperation.



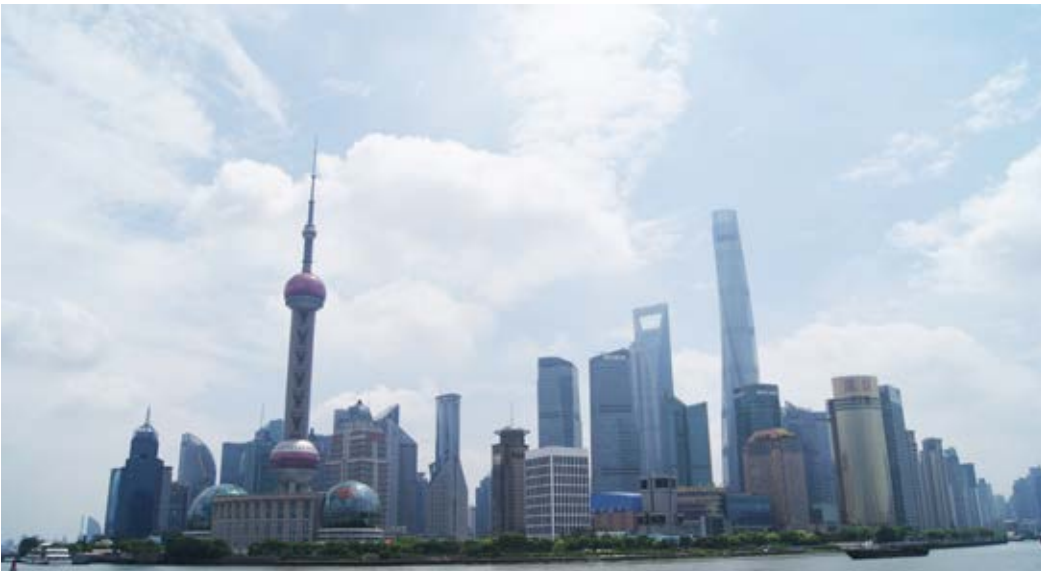
China: Summer School at Tongji University in Shanghai

This Cologne Summer School organized by the University of Cologne in cooperation with Tongji University in Shanghai was a great opportunity for German students to gain an insight into Chinese culture and society while acquiring basic skills in the Chinese language in one of the country's cultural centers: Shanghai.

Tongji University organized language classes, enabling students to begin communicating with locals in Chinese by ordering simple dishes or even haggling at the market. Students were also exposed to Chinese

culture, learning about subjects such as Chinese calligraphy, Chinese painting and even Tai Chi.

This combination of language and culture gave the students a greater understanding of China in general. The ability to communicate in the local language was greatly appreciated by all of the summer school participants. The universities also organized various weekend activities for the students. During the first weekend, the University of Cologne organized a trip to Hangzhou city, a host of this year's G20 summit.







Students had the opportunity to visit one of the most famous Buddhist temples in the region and try freshly brewed green tea.

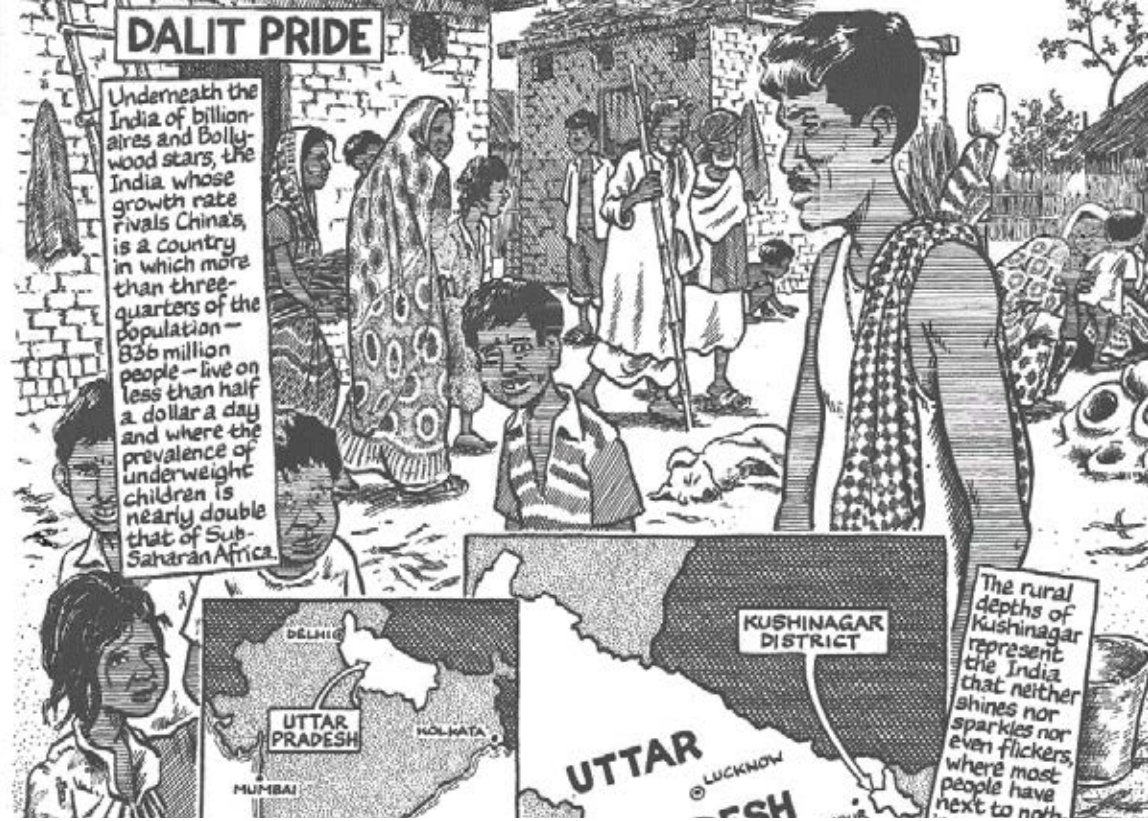
The next day, students visited one of the most famous Chinese tourist attractions: the ancient Chinese water town Xitang. On the second weekend, Tongji University organized a tour around Shanghai, calling at destinations such as the Shanghai National Museum and the Shanghai Pearl Tower. The contrasting nature of these two destinations helped to form an understanding of Shanghai's dynamic development, from the city's ancient past to the panorama of the modern urban landscape. As one of the aims of the summer school was for the students to develop cross-cultural skills in order to prepare them for their potential future working for international companies, the University of Cologne also organized two visits to leading German corporations, BMW and Siemens, both of which have their business headquarters in Shanghai. These visits gave students an insight into work in the international environment of German companies abroad. The summer school in Shanghai was an excellent way for students to grow academically while also experiencing a different culture and broadening their horizons.



North of India: Graphic Literature 2017

At our Cologne Summer School “Graphic Literature”, the students could follow in the footsteps of German poets like Herder, Goethe and Hesse, who in their day all had a longing for the fascinating country of India with all its cultural, religious and natural diversity. Organized by the University of Cologne in cooperation with Jawaharlal Nehru University in New Delhi and Doon University in Dehradun, 13 German students from different faculties and universities as well as ten students from Indian universities participated in the third edition of the Cologne Summer School in India. The lectures on post-colonial theory and graphic literature

laid the groundwork for an overcoming of a situation of talking about India instead of talking with India by engaging in fruitful discussions with the local students that certainly deepened intercultural awareness on both sides. Apart from the lectures in the mornings, the program was filled with various excursions, starting with the stunning Palace of Love, better known as Taj Mahal. Exploring the sites of Delhi, the students got to see remains of the old Indo-Islamic period such as the minaret Qutab Minar or the beautiful mosque Jama Masjid as well as the modern Akshardham Tempel or the Connaught Place.







An authentic shopping experience at some of India's colorful, noisy and fragrant markets was not missing either. The journey continued on to Dehradun in the foothills of the Himalayas with a daytrip to Mussoorie, passing by Rishikesh, the world capital of yoga, and ended in the holy city of Haridwar, known as the "Gateway of Gods", where the students could take a glance at the fascinating Hindu ceremony Ganga Aarti. The Cologne Summer School "Graphic Literature" was a great way to learn about the Indian (postcolonial) history and culture in the past as much as today. By bringing students from different countries together, we were able to create a space where ideas could be exchanged and doors were opened.



South of India: Indian History and Culture

This Cologne Summer School had as its headquarters the premises of Karuppan Educational Services in Korkkadu village, Pondicherry, South India. As usual for our India Summer School, we had the students assemble in Mamallapuram, a historical village some 40 km from Chennai Airport. Taxi pickup and rooms in a simple lodge were arranged for each participant. On Saturday the 2nd September, students were picked-up at Mamallapuram and brought to Korkkadu in a rented small bus. Saturday afternoon and Sunday were used, firstly, to get to know the premises of KARUPPAN and to get organized and, secondly, to discuss the program. Since August, it had been raining unusually heavily in the mountainous parts of South India, the danger of landslides was very great and hence we had to change our plans for the seven-day excursion in the 3rd and 4th weeks of the Summer School. Prof. Niklas together with the local organizers had worked out several proposals for tours that could be undertaken safely. Although there was a certain disappointment among all participants, who had expected to travel to the tea gardens on the mountain

ranges on the Tamilnadu-Kerala border, the students understood the reasons for changing the direction of the tour and collaborated in preparing another seven-day program.

The Summer School proper started on Monday the 4th of September. It was arranged in such a way that from Monday to Friday there were 5 hours of teaching every morning for the first 2 ½ weeks. Then the seven-day excursion followed, and finally there were another 2–3 days to discuss the trip, present individual projects and to wind up the School in general. The afternoons and to some extent also the weekends in between were study time for the students who were also expected to each complete a small project. Moreover, on afternoons and weekends, smaller excursions into the surroundings of Korkkadu were offered. The main topics of the first week were Area Studies India and Indian History as well as some general topics. The second week was mainly concerned with Indian Society and an overview of Indian Religions – with a main focus on village religion that could also be observed directly in the surrounding villages.



During the first three days of the third week, we covered a few topics concerning Politics and Economy in India, which had by that time already been widely discussed outside of class in the first two weeks. Then came the excursion, and the last days of the Summer School were used to discuss several smaller topics that had attracted the students' attention during the excursion and to present the individual projects (individual projects of this Summer School: "Periyar and the Dravidian Movement"; "South Indian Martial Arts"; "South Indian Garden Plants and their Medicinal Values"; "Jainism"; "Christianity in India"; "Aspects of Village Life"; and one student who aims to become a writer had worked some impressions into several small poems she had written on her experiences in South India).







During the first two and a half weeks, several smaller excursions were made on afternoons and on one weekend. One afternoon we visited three small temples of the Chola Dynasty (early 11th century AD) in the surroundings of Pondicherry. On two more afternoons, we visited important village deity temples in the larger vicinity of the village of Korkkadu. On Saturday and Sunday, we made a two-day excursion to Chennai to attend a function at Periyar-Tidal, the headquarters of the Dravidian Movement (a sociopolitical movement that started in the early 20th century and is still very present in Tamilnadu). Moreover, two afternoon trips were made to the city of Pondicherry during which we looked at the remains of the French colonial period.



The Seven-day Excursion



The main highlight of the September Summer School is always the seven-day excursion. As mentioned above, we had to choose a new route this year, as extreme weather conditions did not allow the usual trip into the high mountains on the Tamilnadu-Kerala border. The first day, we followed the East Coast Road towards the South and stopped at Tarangambadi, the former Danish Colonial Station. This was also the location where a couple of young German missionaries from Halle (Ziegenbalg und Plütschau) established

the first ever protestant mission in the first decade of the 18th century. The tour went on to Nagore, the most important Dargah of South Indian Islam. South Asian and especially South Indian Islam is mainly of the mystic Sufi kind, in which the worship of saints is one of the main rituals. Sufi Islam blends well with village Hinduism. Hence Sufi shrines like Nagore attract large groups of followers from the different religions of the region.



In the late afternoon, we reached Thanjavur – the ancient capital of the Chola Empire (10th–14th century AD) with its impressive imperial Brihadishvarar temple (early 11th century AD).

The next day, we drove from Thanjavur to Madurai, through the region called Chettinadu. In Chettinadu, a rich traders' community, the Chettiar had settled centuries ago. Having accumulated enormous wealth through trade across the British Empire in colonial times, they brought building materials, e.g. Burma teakwood, and architectural elements from Southeast Asia, blended these with regional Tamil elements and built themselves palace-like homes in hundreds of villages in the region. We had the chance to visit two elaborate Chettiar houses in different villages. Then we took up quarters in a hotel in the city of Madurai, from where we made several excursions over the next few days.





One trip took us first to Samanar Malai, an ancient Jain site west of Madurai. Climbing the hill, one has a beautiful view over the region around Madurai – agricultural landscape dotted with temple sites and other points of the “sacred geography” of the region, as described in the Tiruvilaiyatal Puranam of the 16th century AD. From there, we continued our trip into some remote villages of the region and back to Madurai on the road along the Vaigai River. A highlight was the day trip to Dhanushkodi, on Pamban Island. Dhanushkodi had been a vibrant city until a cyclone in 1964 destroyed it almost completely. The ruined remains of the city today attract tourists. Very recently a new road has been built right to the southeastern tip of the island, which is only about 50 km from

the border with Sri Lanka.

Another highlight was the day tour to Sirumalai, a small hilly range to the North of Madurai. Here, coffee and pepper are cultivated. This was a small compensation for the missed trip into the high mountains. Finally, we were lucky enough to be able to attend a daylong village festival connected to the shrine of Aiyandar, the main village guardian deity of Tamilnadu. The region of Madurai is famous for its elaborate and very traditional festivals. So – although the end of the festival was drenched in pouring rain, which made us take a speedy retreat – we got a quite deep insight into Tamil village culture.

Back in Korkkadu, we looked back on the insights and experiences gathered during this Summer School.

Cambodia

This first Cambodia Summer School took place from March 12, 2017 till April 3rd, 2017 in Siem Reap and Phnom Penh. In Siem Reap, we rented a house – a traditional Cambodian wooden house – where we had three rooms and a bathroom for ourselves as well as shared use (along with the home owner) of a large terrace, a kitchen and another bathroom. It was a beautiful and quiet place about 3.5 km away from Siem Reap. In Phnom Penh, we lived in a simple lodge right in the center of the city. From Siem Reap, we arranged all the necessary logistics for travel during the entire duration of the Summer School as well as local guides. The main topics of study at the Summer School were: “Angkor – History, Religion”, “Art & Architecture of the Dynasty from 9 – 14 Century AD”. On our first day in Siem Reap, we visited Dr. Kunthea Chhom, Director of the Preah Norodom Sihanouk-Angkor Museum, who gave us a historical and epigraphical introduction into Angkor civilization. She also took us to the Angkor Panorama Museum, where we got

further insights into the chronology of Angkorian history. Over the seven days, we visited Angkor sites near Siem Reap, including different spots on the Phnom Kulen Mountains, the birthplace of the Angkor kingdom and the temple sites of Roluos and Lolei – the first Angkor capital city on the plains. On the first of two two-day excursions, we visited Preah Vihear, a large 9th century temple, situated on the ridge of the Dang Rek mountains right on Cambodia-Thailand border, and Koh Ker, a large city with numerous temples dating back to the 10th century AD, when the Angkor capital was shifted for about 24 years to this site. For the second tour, we traveled to the 12th century temple of Banteay Chhmar in northwestern Cambodia. This temple has yet to be restored and is still in its “natural” state, overgrown by forest. On the way to Phnom Penh, we were also able to fit in a visit to the pre-Angkor site Sambor Prei Kuk, with ruins from the 7th century AD – among them several octagonal temples.



Ecological Aspects of the Mekong and Tonle-Sap Rivers and Tonle Sap lake

The Mekong River – the 12th largest river of the world – meets the rather small Tonle Sap River in Phnom Penh. The Tonle Sap River emerges out of the Tonle Sap Lake, which is fed by several rivers that flow down the Dang Rek mountain range in North Cambodia. As snow melts in the Himalayas and the rainy season in Southeast Asia gets into full swing, the Mekong increases its power to such an extent that it pushes back the Tonle Sap River so much that this river flows in the opposite direction several months per year. Due to this phenomenon, the Tonle Sap Lake can quintuple in size. This is one of the unique geographical features of Cambodia, and it was the foundation of the wealth of the ancient Angkor kingdom, whose economy was based on rice production. Several floating villages and one complete floating city, Prek Toal, are found on the lake between Siem Reap and Battambang. From Siem Reap, we took a boat trip to Prek Toal to study several ecological projects that are closely connected with the lake and its peculiar feature. In Phnom Penh, we could observe the Mekong River and understand its influence on the Tonle Sap.

Khmer Rouges – The Dark Age of Modern Cambodian History

In Phnom Penh, we visited the notorious Khmer Rouge prison Tuol Sleng, also called S21, situated right in the middle of the city in a former school building. Of the thousands of prisoners who were “interrogated” here, only seven survived – one of them the artist Vann Nath who later on painted scenes of Tuol Sleng from memory on large canvases, which are among the most impressive documents from this site of horrors. Vann Nath died in 2011. Another two survivors of S21 are still alive and visit the site almost every day at noon in order to speak to visitors, sell their autobiographies and pose for photos – which, besides helping to secure their economic existence, also appears to be a way for them to deal with the trauma. The next day, we went to the “Killing Fields” – a track of land, which for almost all the prisoners of S21 was the end of their journey. Here, mass graves have been found, and from the meticulously written reports of the Khmer Rouge, we learned about the methods how they dealt with the (supposed) enemies of their regime. On the following day, we visited the documentation center “Bophana”, which was designed by the Cambodian documentary filmmaker Rithy Panh as an institution “against forgetting”. Here, we spent hours examining old photos and watching videos from a large searchable database, which provides (audio-) visual materials from colonial times and the Khmer-Rouge era. Khmer Rouges – The Dark Age of Modern Cambodian History

In Phnom Penh, we visited the notorious Khmer Rouge prison Tuol Sleng, also called S21, situated right in the middle of the city in a former school building. Of the thousands of prisoners who were “interrogated” here, only seven survived – one of them the artist Vann Nath who later on painted scenes of Tuol Sleng from memory on large canvases, which are among the most impressive documents from this site of horrors. Vann Nath died in 2011. Another two survivors of S21 are still alive and visit the site almost every day at noon in order to speak to visitors, sell their autobiographies and pose for photos – which, besides helping to secure their economic existence, also appears to be a way for them to deal with the trauma. The next day, we went to the “Killing Fields” – a track of land, which for almost all the prisoners of S21 was the end of their journey. Here, mass graves have been found, and from the meticulously written reports of the Khmer Rouge, we learned about the methods how they dealt with the (supposed) enemies of their regime. On the following day, we visited the documentation center “Bophana”, which was designed by the Cambodian documentary filmmaker Rithy Panh as an institution “against forgetting”. Here, we spent hours examining old photos and watching videos from a large searchable database, which provides (audio-) visual materials from colonial times and the Khmer-Rouge era.

Modern Cambodian Society – (An) Agricultural and Village Culture



To get a glimpse into modern Cambodian village-life, we took a daytrip to the village of Lovea. This is a village that was studied and described in a book by a French researcher before the Khmer Rouge era. One special feature of this village is that it belongs to a small number of so-called “circular villages”. This form of settlement in Cambodia clearly dates back to ancient times. All the houses are constructed in a circle around a very simple local ritual place (perhaps relating to the practice of “ancestor worship”?) in the center of the village. Lovea is an agricultural village where most people live from rice farming. Several years ago, Prof. Niklas conducted a series of interviews in this village, and thus we knew that here and in Cambodia in general farmers avoid chemical fertilizers and artificial pest control as much as possible and rather employ traditional ingredients and methods. This explains why Cambodia has earned for the seventh time in a row the certificate for “the best organic rice” on an international level. Cambodian exports of organic rice have grown enormously during the last decade. We could observe how Cambodian villagers achieve almost complete self-sufficiency by maintaining small to medium-sized vegetable gardens near their houses and by catching fish in the rice paddies and the small rivers that crisscross the landscape.

Modern Cambodian Society – Ways of Dealing with Communal Trauma

During the Khmer Rouge period, Cambodian people fled across the border to Thailand, where they spent years of their life in refugee camps. Especially children were heavily traumatized. A Western organization set up an initiative, in which refugee children could try to overcome their trauma through art therapy (painting, music etc.). When Cambodia was “freed”, and the population could return back home, it became obvious that many families were torn apart and that there were many orphaned or lost children and others who – although with their families – could not overcome the trauma of the horrors they had lived through.

A group of young Cambodian men, who themselves had been participants in the art project as children, had the idea to continue with such a project for the children of their homeland and set up their first school in Battambang. Soon, their attention was drawn to the large number of street children, whom they tried to incorporate into their school.

These children’s tremendous amount of pent-up energy – due to their traumatic experiences – had a tendency to find an



outlet in criminal activity. Art and music alone proved not to be enough to counteract these other negative developments. So, the founders of the school added a circus school to their institution, which soon yielded enormous results. Today the circus school is the main pillar of Phare Ponleu Selpak, although the art and music schools also still exist. In fact, during the circus programs, all these art forms are brought together. The Phare Ponleu Selpak School is in Battambang, and it has a small circus tent attached, where shows are held twice a week. Several years ago, the circus started an initiative in the tourist center of Siem Reap. This was such a success that Phare Ponleu Selpak now owns a piece of property near the center of Siem Reap equipped with a well-developed circus tent, a restaurant and a boutique. There are shows on every evening – always sold out. The Circus in Siem Reap provides the opportunity to earn a living for the young artists that come out of Battambang School. The circus today also has numerous international engagements. So, altogether, a great success story. The circus program still deals with Cambodian history, with the communal trauma and ways to overcome it – and it is hence an important ele-

ment of Cambodia's attempt to overcome the effects of recent history. Especially their program "Sokha" deals in an intense and dedicated manner with Khmer Rouge history. The program "Chills" turns to Cambodian Folktales about ghosts – which again appear in the guise of Khmer Rouge cadres. All the programs have the duration of one hour each and are in the form of small theatrical pieces, the storyline interspersed with highest-grade acrobatics, expressive dance and experimental theatre forms. We had an opportunity to visit three programs of the circus, hold interviews with artists and organizers and to visit the school in Battambang, where we had the chance to look behind the scenes into all aspects of the program. All and all, this first Cologne Summer School in Cambodia was a great success. We gained valuable insights into several aspects of Cambodian history, economy and ways of life, which – during a normal tourist trip – would have remained closed to us. Not much is known in the West about Cambodia yet. Hence, this summer school appears to be an important step to bridge this knowledge gap. All the participants – students, teachers as well as local co-organizers – were of the unanimous opinion that this summer school should definitely be repeated!

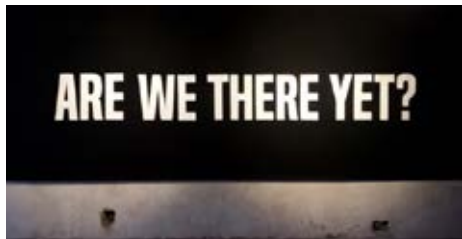
Grand Tour across Europe - Arts Education in Transition

Looking back on 2017, there can be no doubt that it has been a bumper year for major art events.

Once every decade, the three most prestigious international contemporary art events – the Venice Biennale, the quinquennial documenta and decennial Skulptur Projekte Münster –take place in the same year. In the face of this very unique coincidence, which can be seen as a “cosmic conjuncture” in contemporary art, the Institute of Art and Art Theory decided to include these art exhibitions into the program of the summer semester 2017. Therefore, under the semester-long topic “Grand Tour 2017”, the Institute organized a total of 12 excursions to the 57th Venice Biennale, documenta 14 as well as to Skulptur Projekte Münster. The centerpiece of the “Grand Tour 17” was this year’s Cologne Summer School, which according to the semester’s topic went on tour from 3rd to 15th of June and travelled to three European cities visiting the

57th Venice Biennale and documenta 14 in Kassel and Athens. The “Summer School on Tour” took place as a part of the interdisciplinary project “Arts Education in Transition”, initiated by Prof. Dr. Torsten Meyer, as a cooperation between the Institute of Art and Art Theory and the Institute of Media Culture and Theatre. Consequently, “Summer School on Tour” was open for students coming from many different degree courses: Art Education, Aesthetic Education, Intermedia and Media and Cultural Studies.

Together with the international renown artist, art researcher and curator Johannes M. Hedinger (ZHdK, Zurich) and Prof. Dr. Torsten Meyer (University of Cologne), 51 students travelled to the three destinations of “Summer School on Tour”, which could be visited by the participants either separately or in combination. Besides visiting the main exhibition venues, the students had the possibility to explore the smaller venues in the cities Athens, Kassel and Venice and to



get in contact with local artists and art (education) students working for the exhibitions.

During the trip, the participating students worked on different assignments of their choice: writing about an exhibition in different styles to create several different types texts, producing video reports, or working on their own artistic practice. The various assignments explored different modes of reflection on and interaction with the exhibitions, which also resulted in complex and intensive group discussions. In retrospect, the whole program was extremely intense and successful. By exploring different cities, various forms of curating and diverse understandings of art, the students had the great opportunity to get in close contact with the contemporary international art scene and the professional discourse on it. As a nomadic project, the "Summer School on Tour", offered an enormously fruitful space to reflect upon the impact and the role of contemporary art in a globalized world.

Spain: Identidades inestables: espacios y géneros en migración permanente

From 23rd until 30th July, 47 students and lecturers from two South American and twelve European Universities met through an invitation from Spanish colleagues from El Bosque. This secluded small place located in the south of Seville in the mountains counts as one of the pictorial pueblos blancos in the area of the Sierra de Cádiz. Its winding streets and white-limed houses remind the visitor clearly of how much Andalusia was shaped by the centuries of the Moorish presence.

El Bosque, therefore, was perfect for the interdisciplinary Cologne Summer School on Migration and the change of traditional categories of identity, and the Spanish-Portuguese-Latin-American working group

known as “Centro Latinoamericano de Colonia” based at the philosophical faculty met there from 3rd until 30th of July 2017 under the title “Identidades inestables: espacios y géneros en migración permanente”. It took place in connection with the Kölner Kompetenzfeld IV “Cultures and Societies in Transition” and a consortium of southern European and Latin American Universities.

Every participant had prepared an example or project from their studies on the topic in advance, which they presented in one of the twelve sessions of three to four hours each followed by a discussion. The theme chosen for the Cologne Summer School was formulated



to be a bit unwieldy on purpose, in order to put an emphasis on three key words, which were supposed to shift the academic discussion further to more pressing political questions. On the one hand, we discussed Marc Augé's book *Les non-lieux* published in 1992, which stresses the growing anonymity of the increasing amount of transitory areas, such as airports or supermarkets, and the growing homelessness of individuals of the Western world as a result. On the other hand, the second topic, which should not be seen separately from the first, is the effects of gender differences that are still causing bitter confrontations in some EU member states. Therefore, both topics

were supposed to include the analysis of the current and in the EU politically controversial discussed phenomenon "migration". To put it in a nutshell, the discussions were an interdisciplinary reflection on the ideas of identities and their roles in a surrounding which has been shaped by a higher amount of migration ever since the beginning of the "refugee crisis". The main focus was on the mirroring of these societal developments in language, literature, music and art. As the Summer School *Serendipia: Migration as a chance* had done the year before, this year's course also became interdisciplinary.

Furthermore, it had the characteristics of an intensive symposium of 8 days, in which in addition to the master students numerous Ph.D. students and lecturers from various disciplines such as literature, language, Spanish and Latin American culture and history, art history, musicology, sociology, folklore and economic history participated. As a result, the increasing differences in the purpose and the role of gender and origin and the insecurities linked with that as well as the loss of identity, which brings along the insufficient contact with familiar places and traditional behaviors for individuals and their cohabitation in Europe, was examined theoretically from a diverse range of perspectives. Additionally, the migration-related problems in particular were made empirically verifiable using documentary films and conversations which directly affected people, such as a Palestinian refugee from Syria or a refugee custodian from the NGO Lucena acoge (<http://lucena-acoge.blogspot.de>).

Another point that informed the contributions was the question of how a differentiated understanding of identity can lead to a development of artistic expression and the reflection on how the migration accelerates the circulation and confrontation of new concepts thereby opening up more and more possibilities for dealing with rapidly changing ways of life. These aspects dealt specifically with analytical approaches from literary studies and art history as well as a presentation on new tonal spaces in the electroacoustic music of Argentina. They were illustrated through excursions to Sanlúcar de Barrameda, the port from where Columbus started his third journey to the New World, and to Cádiz, where representatives from





Saturday afternoon were completed with a special program in the evenings and on the weekend. That program did not just offer the students useful information on possibilities for a doctoral studies, the libraries and research focus at the University of Cologne, but also led the participants through the mentioned trips to Sanlúcar de Barrameda and Cádiz step by step to the Mediterranean Sea, the Atlantic coast and in a third trip to more Moorish pueblos blancos of the Sierra de Cádiz. These short excursions helped the participants to familiarize themselves with the special geographic features of western Andalusia and to trace the mark that this mix of cultures has left on this part of southern Europe, which has been shaped by the constant migration ever since the ancient times. This allowed the students to get a real sense for the reasons and consequences of the culturally fertile

European and overseas regions of the empire drafted the first constitution for Spain and its colonies at the beginning of the 19th century. The sessions planned for Monday until

exchanges that are possible in areas such as religion, educational art, music and cuisine. The highlight in this context was the visit to the exhibition on early modern nautical sciences "Cuando el mundo giró en torno a Cádiz, 300 años del traslado de la Casa de la Contratación, 1717-2017", which was a modern interpretation of the play Fuenteovejuna by Lope de Vega in Cádiz, and the visit to the sherry distillery Bodega Argüeso in Sanlúcar. The realistic construction of the interdisciplinary orientation of the themes offered scholars as well as students the possibility to face the question of identities and their changes through examples of people as well as collectives in a theoretical and empirical way. Occasionally, ideologically informed debates could not be left out due to the topic chosen and the international composition of the group. However, thanks to the relaxed atmosphere in a summer course like ours in El Bosque, the debates never became overheated and did not disturb the good atmosphere among the participants. A selection of the written contributions is currently being formally revised and should be published as a book in the near future. The students' works will be made generally accessible through an online publication.

Greece: School Based Linguistic Research from an International Perspective

Our Cologne Summer School in Thessaloniki, Greece was opened with the official welcome by the organizers and Prof. Despoina Klavanidou, Vice-Rector for Planning and Development, Aristotle University of Thessaloniki. This was followed by a round table on “Research on bilingualism and education: matching the needs of educators and researchers” with Prof. Christiane Bongartz from the University of Cologne as the chair and the following panel:

Prof. Eleni Agathopoulou, Nikoletta Balasopoulou, Smaro Chiona, Dr. Lia Efstathiadi, Dr. Georgia Fotiadou,

Thomas Zapounidis. During the discussion, a wide variety of ideas were expressed. The group of participants were very engaged and asked questions, which the panel was able to analyze and discuss further. The first day concluded with a celebratory reception, in which both the participants and the guests from Thessaloniki, Cologne and abroad could get to know each other and exchange their ideas on the topics discussed. The program started the next day with a workshop titled „Introduction to Learner Corpora” by Prof. Alexandros Tantos.



This was followed by a presentation on „Picture-based narrative elicitation: data-collection, macro- and micro-structure analysis” by Dr. Sviatlana Karpava from the University of Central Lancaster, Cyprus. We continued with the topic “Tagging and analyzing corpora to investigate L2 acquisition” by Prof. Cristóbal Lozano from the University of Granada. We finished our second day with an interesting presentation on “Experimental methods in anaphora resolution” by Prof. Despoina Papadopoulou and Andreas Charatzidis. The workshop on “Complexity in narrative production: teasing apart speaker-independent and speaker-dependent factors” by Prof. Jacopo Torregrossa from the University of Hamburg opened our third day. While “narration” has been widely accepted as an effective way in order to examine a range of syntactic phenomena, this section highlighted and examined speaker-related factors. For those participants interested in pursuing a doctorate, the session „On the road to your Ph.D. in applied linguistic research” presented by the Ph.D. students Terpsithea Danavassi, Maria Katarzyna Prenner, Nikos Ntagkas and Claudia Rizzo was particularly important. Both practical and theoretical issues on planning, conducting and writing up research in different academic environments were discussed.

In the afternoon, we had a workshop on “The questionnaire as a tool in bilingual research” by Dr. Maria Andreou, Dr. Ifigenia Dosi and Dr. Eva Knopp.





During this presentation, the audience was informed about the different types of questionnaires and their appropriate use in the process of deciding on a research design.

On our fourth day, we took a break from the linguistic program and went on a cultural-historical trip to the ancient Macedonian capital Vergina and visited the tombs of the Macedonian royal family. We were accompanied and guided by Dr. Kyriakou from the School of Archeology in Thessaloniki. Upon our return to Thessaloniki, we spent the rest of the day at the local beaches.

Our last day focused on applied linguistic research in the lexical domain and the use of online-experiments. Dr. Maria Kaltsa gave an informative workshop on programming online experiments in E-prime. In this context, Maria Soukalopoulou presented her Ph.D. research on lexical priming, focusing on the methodological considerations in the selection of lexical stimuli. The final presentation moved on to the acquisition of lexical chunks when using Peppa Pig cartoons in early L2-English classrooms by Natassa Kokla and Prof. Thomai Alexiou. We closed the summer school with a warm-hearted goodbye!

IMPRINT

Publisher

University of Cologne/International Office/Cologne Summer Schools

Editorial Staff

Victoria Busch, M. A.

Christiane Biehl, M.A.

Marina Dikova, B.A.

Hannah Edler

Lector

Dr. Carter Williams

Design Concept

Leon Schniewind, Köln International School of Design

Print

in-house printing University of Cologne

Photography

Cologne Summer Schools

Organizing institutes of the University of Cologne

Niklas Baumberger (Cover, 6,12,13,14,15,42,43,45,46,47,59,60,61)



Kindly supported by
Santander Universitäten