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TELECOMMUNICATION TECHNOLOTY AND PROFESSIONAL EDUCATION FACULTY

"INFORMATION–EDUCATIONAL TECHNOLOGY" DEPARTMENT

GRADUATION WORK OF BACHELOR

On the theme of

The organization of higher education in Germany and the analyses of the theory and practices of its implementation

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ANNOTATSIYA

Ushbu bitiruv malakaviy ishida Germanya oliy ta'lim tizimi va u yerda nazariy bilimlar va ularni amalyotga tadbiqini tahlil qilish xaqida yozilgan. Bitiruv malakaviy ishi kirish, analitik qism, loyihaviy qism, mehnat muhoofazasi, xulosa va foydalanilgan adabiyotlar kabi qismlardan iborat. Bitiruv malakaviy ishining tayyorlash jarayonida Gemanya oliy ta'lim tizimi strukturasi, u yerdagi professor o'qituvchilar va talabalarningilmiy tadqiqot faoliyati, talabalarning dars davomida va darsdan tashqari vaqtlardagi mustaqil ta'lim olish imkoniyatlari, Germaniya yetakchi universitetlarida masofaviy ta'lim imkoniyatlari o'rganildi

Bitiruv malakaviy ishi 3 bob 10 ta paragrf va 69 sahifadan tarkib topgan.

ANNOTATION

This final qualification work is written about the organization of higher education in Germany and the analyses of the theory and practices of its implementation. During the preparing qualification work explored structure of Germany higher education system, scientific activity of professors and students, possibilities independent learning students out of lessons, distance educational system of advanced universities of Germany. Final qualification work consist of introduction, analytical part, projecting part, labor protection, summary, list of literature parts.

Final qualification work including 3 chapters, 10 paragraphs and 69 pages.

CONTENT

INTRODUCTION

President Shavkat Mirziyoyev has been working since taking office last year to reform higher education. The first bill that he signed into law as acting president last September was on youth policy. On April 20, he followed up by signing a decree and long-term higher education reform plan.

In the last two years several changes in the field of higher education have occurred in the line with other sectors of the country. One of the considerable reforms in 2016 is the full modernisation of bachelor and master curricula, in consideration of the best practices of successful universities of the world. The modernisation considers new requirements for teaching staff; e.g. they should present good knowledge in foreign languages and IT skills apart from their professional subject(s). Study programmes are revised and updated taking into account changing labour market requirements. Moreover, new study materials (mainly books) have been introduced with translation into Uzbek replacing some old literature. It is notable that Tempus, Erasmus+ CBHE project achievements in curricula development are being widely implemented into the higher education system.

Another important document on the issue is the Decree of the President of the Republic of Uzbekistan "On Uzbekistan's Development Strategy for 2017-2021" from 7 February 2017. In the priority areas of development of the social sphere (#IV): Development of education and science refers to all main aspects of the education system of the country like continuous education; strengthening of the material-technical base of educational institutions; improving the quality and effectiveness of higher education institutions through introduction of international standards; quality of teaching; gradual increase in admission quota in the higher educational institutions.

Furthermore, the government's decree PF4958 on "Improvement of studies after higher education" from 16 February 2017 is going to be applied into the education system from 1 July 2017. These days the main document – a charter on doctoral studies - is being developed. It has been decided that from July 2017, a two-level doctoral degree (PhD and Doctor of science) will be introduced in the country.

Internationalisation and Modernization of Education and Processes in the Higher Education of Uzbekistan (http://www.imep.bimm.uz/). The main objective is to contribute to the internationalization and further enhancement of the Quality Assurance System in Higher Education of Uzbekistan through the development of continuous professional development, student and employer engagement in teaching and learning.

National Programme for Personnel Training (NPPT) was implemented in 3 stages. The first stage (1997-2001): a new legal, personnel, scientific-methodological and financial basis for reforming and developing the education system has been created; the implementation of the NPPT has become an integral part of the activities of all public, scientific, industrial and non-governmental structures; a new system of continuous education, including new types of SSE (professional colleges and academic lyceums) and two-level higher education has become fully operational. As a result of structural reconstruction of education system and reorganization of existing educational institutions into academic lyceums and vocational colleges during the first phase of implementation (1997-2001) a number of 65 HEIs and approximately 1100 vocational colleges and academic lyceums have been established and functioning in Uzbekistan. Today total number of young people enjoying education in these educational institutions makes 1 million 220 thousand. The second stage (2001-2005): this stage is aimed at full-scale implementation of NPPT and is based on monitoring the results of the previous years; it is particularly oriented to overall improvement of education quality and upgrading of pedagogical staff. The third stage (2005-onwards):

improvement and further development of the programme. Reforms in the higher education sector of the country resulted into a switch on to a two-stage structure consisting of 4 years of Bachelor's and 2 years of Master's programme, as it is mentioned above. Post-higher education includes postgraduate courses and Doctors' programme lasting 3 or more years. The reforms implemented in the Republic of Uzbekistan ensure integration of national continuous education system into international education community. The Republican Fund of 'Istedod' (former 'Ustoz') is established to ensure the state support in professional development of teachers. More than 800 teachers had an opportunity to get their professional qualification developed and upgraded at universities of developed countries at the support of state grants. Furthermore over 3000 teachers took the advantage of grants funded by other institutions and enjoyed professional development. In addition almost 1000 teachers and specialists from foreign countries were invited to provide short term training courses in professional development for local pedagogical staff. According to UNDP data in the academic year of 2005-2006 alone, over half billion US dollars was allocated from the state budget and extra-budgetary funds for implementing of the NPPT and the Programme of school education development.

Actuality of the theme: Germany is the ideal country to be studying abroad, it has a rich and complex history, an invigorating culture and fun loving people, and something every student looks forward to in a new country. On the other hand, its Universities are ranked among the best in the world, it offers innovative and international programs as well as the work discipline every professional shall dream of having. Germany is a very diverse and interesting country in almost every aspect therefore it's worth exploring its natural as well as intellectual resources.

German Education system is highly focusing on its international domain, thus the number of international students coming to study in this country is ever-rising. Almost every University in Germany has incorporated in its curricula an

international study program where lectures from all around the world come to share their expertise, mainly in English language as an international language but in German language as well. In most of these Universities learning German language through intensive courses is a mandatory piece of the module, therefore the benefits double immediately.

Based on the above factors Germany for improving national educational system it will be useful and effectible to involve the Germany education system's high level characteristics

Goal of the research: Learning Germany higher education system's latest modern effectible methodologies, principles and exploring theory and practices of implementation ways to our national system,

Functions of the research:

- Introduction with Germany higher education system;
- Introduction famous universities;
- Exploring the reasons of their successful activities;
- Research activities of professors and population of educational system;
- Exploring organizing of training possesses;
- Research the student's activities in university and outside;
- Exploring the independent activities of learners;
- Exploring the ways of implementation the best methods of Germany higher educational system;

Object of research: Training and scientific proses of Higher educational system of Uzbekistan.

Degree of researched ability: There were many Uzbek and foreign scientists have researched about distance educational system. They wrote books, articles, topics etcetera. They described about advantages, disadvantages, problems,

methods, goal, and histories of distance education. Most foreign development universities created their own distance education centers. Many open universities were opened and they product effective students. We employed a lot of such kind of sources and books while preparing our final work.

R.A.Eshchanov, S.U.Hodjaniyazov, G.Matlatipov have written scientific paper at Journal of Knowledge Management, Economics and Information Technology named " Development of Distance and E-Learning Based Higher Education in Uzbekistan in Framework of International Collaboration" in 2011. In this issue, authors try describe of future and ways of developing distance education. Besides there are illuminated education in Uzbekistan in Framework of International Collaboration.

Besides, we have learned handbook called "DISTANCE EDUCATION" by Marina Stock McIsaac professor of Arizona state university and Charlotte Nirmalani Gunawardena professor of University of New Mexico. Following book authors tried to describe history, structure, strategy, requirements, constructs and theory of distance education.

One more example, "The innovational approach while organizing educational process and estimating results in higher education (example of ICT) ". In project is dedicated to the solution of problems and evaluation of the educational process in higher education. The project developed mechanisms for the organization of educational process with the use of information-communication technologies and principles of assessment. The scientific work is used to blended learning method for the evaluation of the results, used Moodle system is also designed to identify students and a special system used.

CHAPTER I: ANALYTIC PART. GERMANY HIGHER EDUCATIONAL SYSTEM: EVOLUTIONS, MODERN FACE AND TYPICAL FEATURES

1.1 Evolution of higher educational system.

In Germany, higher education are offered at three types of Higher Education Institutions.

- Universities (*Universitäten*) These institutions offer the whole range of academic disciplines. In the German tradition, universities focus in particular on basic research so that advanced stages of study have mainly theoretical orientation and research-oriented components.
- Universities of Applied Sciences (Fachhochschulen) These institutions concentrate their study programmes in engineering and other technical disciplines, business-related studies, social work, and design areas.

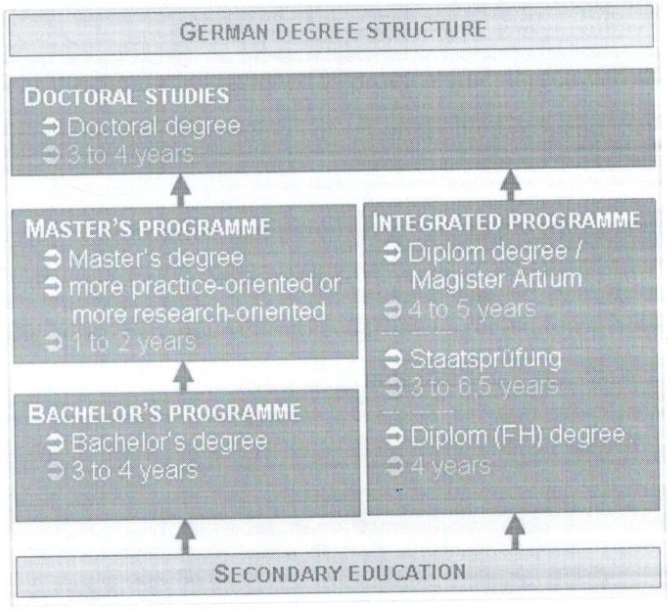
  The common mission of applied research and development implies a distinct application-oriented focus and professional character of studies, which include integrated and supervised work assignments in industry, enterprises or other relevant institutions.
- Universities of Art/Music (Kunst- und Musikhochschulen) These institutions offer studies for artistic careers in fine arts, performing arts and music; in such fields as directing, production, writing in theatre, film, and other media; and in a variety of design areas, architecture, media and communication.

Besides these three main types, which may be either state institutions or private institutions recognised by the state, some special categories exist, like church-maintained colleges, universities of cooperative education (*Berufsakademien*), colleges of education or colleges of public administration. In

their operations, including the organisation of studies and the designation and award of degrees, all types are subject to higher education legislation.

German higher education used to be offered in integrated "long" (one-tier) programmes leading to Diplom- or Magister Artium degrees or completed by a *Staatsprüfung* (State Examination).

German higher education is currently adapting to the three cycle degree system of the European Higher Education Area. Therefore, the old one-tier programmes are successively being replaced by a the new system. Bachelor and Master's programmes are now offered at most institutions instead of the integrated "long" programmes, except for most study programmes in law and medicine. The Bachelor and Master's programmes are designed to provide an enlarged variety and flexibility to students in planning and pursuing educational objectives and they also intend to enhance international compatibility of studies and thus international mobility. Increasingly, higher education institutions offer study programs taught in English to attract a larger number of incoming students. Doctorate or PhD programmes are for the most part not yet subject to state regulations, but there exists a clear trend towards more integrated programmes.



1.1-figure-
Overview degree structure

Around 400 higher education institutions offer graduate and postgraduate programs for interested internationals depending on their aims and mode of studying. There are four main types of higher education institutions operating by different criteria, offering quite a wide range of possibilities for the students to choose from.

Universities, the classical approach to academia and research remain the highest and most prestigious institutes world-wide.

Technical universities or hochschule, as Germans call them, focus mainly on technology and engineering valuing not only the art of theory but also the art of practice. In fact, the emphasis in these institutions is on the practical skills their students will gain during their studies.

Colleges of fine arts, film and music focus mainly on engaging rare talents in their environments, therefore there are special admission requests in order to enroll in such institutions.

Last, but not the least Universities of applied sciences regard to applied social sciences and humanities.

In Germany it will commonly take a two year program to finish the Masters degree meanwhile PhD programs commonly last up to three academic years.

For most of the Postgraduate degrees you will have to take German Language University Entrance Examination in order to check if you have the necessary skills to enroll in the program. Although international degrees are taught in English, many postgraduate courses will be taught in German as well.

International Courses offered regardless of the level, be it graduate or postgraduate are uniquely designed to contemplate with global criteria and attract as many international students as possible.

Once you've enrolled in a German university you can expect nothing less than:

- High academic standards and well organized study programs
- International degrees, i.e. Bachelor's and Master's

- Courses taught in English, additional German language courses
- Special Services: Academic and personal support, study counselling, study periods abroad

Aside from the quality of studies, no tuition fees and a remarkably affordable living standard adds up perfectly to the equation.

The responsibility for the **education system** in Germany lies primarily with the states (*Länder*), while the federal government plays a minor role. Optional Kindergarten (nursery school) education is provided for all children between one and six years old, after which school attendance is compulsory.[1] The system varies throughout Germany because each state (*Land*) decides its own educational policies. Most children, however, first attend Grundschule from the age of six to eleven.

German secondary education includes five types of school. The Gymnasium is designed to prepare pupils for higher education and finishes with the final examination *Abitur*, after grade 12 or 13. The *Realschule* has a broader range of emphasis for intermediate pupils and finishes with the final examination Mittlere Reife, after grade 10; the Hauptschule prepares pupils for vocational education and finishes with the final examination Hauptschulabschluss, after grade 9 and the *Realschulabschluss* after grade 10. There are two types of grade 10: one is the higher level called type 10b and the lower level is called type 10a; only the higher-level type 10b can lead to the *Realschule* and this finishes with the final examination *Mittlere Reife* after grade 10b. This new path of achieving the *Realschulabschluss* at a vocationally oriented secondary school was changed by the statutory school regulations in 1981 – with a one-year qualifying period. During the one-year qualifying period of the change to the new regulations, pupils could continue with class 10 to fulfil the statutory period of education. After 1982, the new path was compulsory, as explained above.

Other than this, there is the *Gesamtschule*, which combines the Hauptschule, Realschule and Gymnasium. There are also *Förder- orSonderschulen*. One in 21

pupils attends a *Förderschule*.[2][3] Nevertheless, the *Förder-* or *Sonderschulen* can also lead, in special circumstances, to a *Hauptschulabschluss* of both type 10a or type 10b, the latter of which is the *Realschulabschluss*. The amount of extracurricular activity is determined individually by each school and varies greatly.

Many of Germany's hundred or so institutions of higher learning charge little or no tuition by international comparison.[4] Students usually must prove through examinations that they are qualified.

In order to enter university, students are, as a rule, required to have passed the *Abitur* examination; since 2009, however, those with a *Meisterbrief* (master craftsman's diploma) have also been able to apply.[5][6] Those wishing to attend a "university of applied sciences" must, as a rule, have *Abitur*, *Fachhochschulreife*, or a *Meisterbrief*. If lacking those qualifications, pupils are eligible to enter a university or university of applied sciences if they can present additional proof that they will be able to keep up with their fellow students through a *Begabtenprüfung* or *Hochbegabtenstudium* (which is a test confirming excellence and above average intellectual ability).

A special system of apprenticeship called *Duale Ausbildung* allows pupils on vocational courses to do in-service training in a company as well as at a state school.

In Germany, education is the responsibility of the states (*Länder*) and part of their constitutional sovereignty (*Kulturhoheit der Länder*). Teachers are employed by the Ministry of Education for the state and usually have a job for life after a certain period (verbeamtet) (which, however, is not comparable in timeframe nor competitiveness to the typical tenure track, e.g. at universities in the US). This practice depends on the state and is currently changing. A parents' council is elected to voice the parents' views to the school's administration. Each class elects one or two "Klassensprecher" (class presidents; if two are elected usually one is

male and the other female), who meet several times a year as the "Schülerrat" (students' council).

A team of school presidents is also elected by the pupils each year, whose main purpose is organizing school parties, sports tournaments and the like for their fellow students. The local town is responsible for the school building and employs the janitorial and secretarial staff. For an average school of 600 – 800 students, there may be two janitors and one secretary. School administration is the responsibility of the teachers, who receive a reduction in their teaching hours if they participate.

Church and state are separated in Germany. Compulsory school prayers and compulsory attendance at religious services at state schools are against the constitution. (It is expected, though, to stand politely for the school prayer even if one does not pray along.) In 1995, it was ruled that the Christian cross was not allowed in classrooms, as it violates the religious freedom of non-Christian students. The cross is allowed if none of the pupils object, but must be removed in the event of an objection.[7] Some German states have banned teachers from wearing headscarves.

1.2 Modern face of Germany higher education.

Regarding education, if you compare Germany to other well-developed neighboring countries one thing that strikes among others is the fact that German Universities are tuition free as of October, 2014. Such an advantage to higher education in Germany is not only offered to its citizens but to all international students willing to pursuit a degree in Germany irrespective of their origin, a free qualitative education taking pride on building experts and professionals for the global market.

However, this doesn't apply to the private Universities around the country where there is no ground standard and tuition fees vary depending on the institution. Meanwhile, at the public Universities students are required to pay only

the semester contributions (a symbolic fee) which includes free access to public transportation within the region. Free tuition applies only to undergraduates studying for a Bachelor's degree; post-graduate degrees like Masters and PhD still charge the same tuition fees as in the past. Nevertheless, pursuing a postgraduate degree in a public University in Germany will save you a couple of thousands of euros you would otherwise be spending in a private institute.

Previously, tuition fees in Germany were made of two different parts. The Studiengebühren is the actual tuition fee that was commonly varied from nothing to 500 Euros per semester and the other part of the bargain is called, The Semesterbeitrag which charges for administration fees as well as fees for the General Students. Committee (AStA), the Studentenwerk (responsible for any kind of issues students might have, national and international). Aside from the administrative fees it's common to find that the semester ticket for public transport within the city is mandatory as part of the Semeterbeitrag (sometimes you can also use the same ticket to cover the suburbia and maybe the certain region, it depends on the University). Never underestimate the benefits of having free access to public transportation; wherever you choose to live it will be lifesaving. Now students are charged only the second part, the semester contribution with all its benefits while the first part is abolished entirely.

In case of financial turmoil funding the studies in Germany can be done in several ways. There are scholarships offered to exceptional students, and as much as the process can be tiring it can be very rewarding in the end. Another option would be loaning money to pay for you education yet that is quite a long shot.

You can always look for a part-time job in your area that will alleviate daily costs and allow you to enjoy you study abroad time in Germany.

Affordable Accommodation :As in every other country student residencies are way more affordable than a rental yet quality is undisputable. Residence halls commonly are old, worn buildings where everything is usually shared and you can't really choose with whom you'll be sharing your most intimate life. However, there are new facilities' build recently that are way more comfortable and vivid yet sharing is always the issue.

Even so, it pretty difficult to find a room in such facilities since they tend to be pre booked quite in advance. If you are counting on a room in a dormitory you will have to contact the Studentenwerk quite early in order for them to get you accommodated. Be careful, the student services might as well put you on the waiting list and get your hopes high yet sometimes it happens for people to remain in those waiting lists for a whole year round, so one must have a back-up plan.

Another alternative, however would be the private student halls of residence; rooms are in good shape and relatively affordable. You can ask around for more information or address the student service offices.

University guest houses are a long shot yet worth trying. They are usually reserved for the visiting lecturers and professors and other university guests throughout the year, however you just might get lucky and get a room there. You can apply for an apartment at a university guest-house through the Foreign Students' Advisory Office. Another "waiting in the line" won't do much harm, now will it?

As for private accommodation, it's always wise to rent a place somewhere in the campus region so you don't have to travel for miles back and forth every day. Commonly there are some notice boards in the university area where people post information about vacant rooms or apartments in the area. Usually it's, single rooms and the notes are from people who are looking to share the rent.

If you are looking for a whole apartment and you are able to afford it, check out the local newspapers as well as student unions at your university that offer information on the matter. This way you will get access to a number of facilities

where you can choose from, and also learn about the terms and conditions of renting.

Travel Europe on a student visa: If you are a European student and want to study and live in Germany, you will cherish the same rights as a German citizen and EU\EFTA citizen regarding free entry, the opportunity to study and work without any additional permits.

If you are not however, a European citizen and you want to study in Germany, you will have to apply for a Visa. Unless you are enrolled on a summer school language program, you will need to apply for a student visa that allows you to reside in Germany for more than 90 days and also get a residency permit to become able to live and move around the country. The residency permit will also allow you to travel visa free in the whole Schengen Area, which makes for a wonderful opportunity to visit the countries you are interested in within the time-frame.

Once you receive the letter of acceptance from the designated german University, it is recommendable to apply for a student visa at least 3 months prior to your intended departure (the time you are expected to be in Germany).

As for the residency permit, all your documentation will be sent to the Immigration Office of the German region where your University is stationed, and after every bureaucratic procedure is done you will be issued the residency permit.

In order to obtain the student visa, however there are certain criteria that need be met. If you are travelling to Europe on such a permit, you will have to inform the designated authorities prior to your departure.

Mandatory Health Insurance: In Germany you are obliged to have health insurance in order to reside in the country. In fact you won't be able to enroll in a University in Germany without having purchased health insurance that covers basic healthcare services. So one needs to consider the issue before moving to study in Germany.

If you already have health insurance that covers services internationally in accordance to the health Insurance system in Germany, you might as well not need to get a new one. However, make sure you are content with the coverage and the services your International Health Policy offers in the deal.

In case you are purchasing health insurance in Germany you must be aware of the two different domains, the public and the private one. Commonly public health insurance is recommended to the students since its cheaper and has a suitable coverage however this mustn't always be the case; in case you are able to afford it, private health insurance is worth 5 stars.

Another thing you need to consider if you will be travelling to Europe, is if the Health Insurance policy you are purchasing has international access to the EU/ Schengen State health care in case of any emergencies. Most insurance companies offer such a deal so you just have to be vigilant about it.

Dual studies, a great opportunity : Dual studies have proven to be very successful in the round of innovative study methods of the century. Combining studying and working simultaneously brings students to put in practice their theoretical gains at their educational institutions of the sort, be it Universities, Academies or Professional Schools, which saves time and money and gives a chance of early emancipation.

Working while studying has also an important psychological impact on the process of maturation.

In getting accepted in a dual study program, students need to be in possession of a valid high school diploma, equivalent to the certificate for entrance in

Germany. Additional to the diploma, German language skills, an academic level in this case, is required in order to proceed the admission request.

If you own a German High School diploma from any other country it will be accepted just like it was obtained in Germany. All other non-German diplomas must must go through the acknowledgment procedures by the appropriate authorities in the country of origin and become legit, as is the office for the recognition of diplomas (Zeugnisanerkennungsstelle). It is always preferable to double check these documents with DAAD or the German Embassy in the country of origin so you don't have any unpleasant surprises. As for the German language certificate, an essential document in the process, one can be obtained in every Goethe Institute closeby your hometown; of course after passing the certain German language exams.

If you are able to manage the crowded itinerary and finish your tasks according to the deadlines you will greatly benefit of such an opportunity and even earn some pocket money on the side from the working experience.

Cultural Revelations: Germany is right in the heart of Europe which makes it a culturally vivid and intriguing country, influenced by the surrounding diverse ethnicities. Its past makes it an iconic figure in world's most ravishing history, one truly challenging feature to all the people that decide to live and understand its roots. Living in Germany comes in many colors; as a student you will find it very hard to get bored even for an instant as there are always stimulating activities happening around you regardless of the city you are living

For starters, Germany is divided into regions and every region is unique and fascinating in their own way. There is something for everyone; opera, rock&roll, great Italian food, Turkish delight, outdoor sports, latest cinematic happenings, festivals, yoga, art and what not. Nightlife in Germany tends to be the trendiest in the world at the moment, especially if Berlin is your destiny.

Depending on the field of studies, your abilities to cope with the itinerary and time management skills you will be able to enjoy the perks of such a beautiful

country. Though studies will most probably take most of your time and energy, you will still be able to go out, travel and get to know ze Germans one-on-one. If you are learning German language simultaneously with your studies, which is usually the case, you will be definitely overloaded with homework yet what better way could you practice what you've been preached than around Germans.

As a possibility, staying with a host family is one true German experience. Around Germans it's recommendable to be forthcoming, attentive and of course punctual. In the beginning you might feel a bit uncomfortable with the level of honesty, sometimes you will even feel threatened; however you will most definitely learn to respect and admire such a quality, and with some luck embrace it yourself. Remember to always bring a gift when invited for the first time at some German home.

Learn a new language: There are many reasons why you should learn German language. Below you will find some of them that will justify your efforts, and it's quite some effort as German language tends to be quite a complex language to learn. Nevertheless, it is one strong and powerful language.

2.3 Getting a Master's Degree in Germany

There are great opportunities for anyone wishing to pursue postgraduate studies in Germany 'the land of ideas'. To international students it offers the chance to contribute to the country's historic academic records. The benefits of the most generous tuition fees make it ideal, as they are lower than in a lot of countries worldwide!

Germany's higher education system is split between:

- public universities, which are administered by the state, and
- private universities, which are set up by independent companies, organizations, or charities.

The MAIN difference relies in their FUNDING METHODS.

Private universities usually charge more than public universities. Although, if the subject you are going for is not to be found in public universities, then private universities are especially useful for such courses.

Still, a very small percentage of the population and international students attend private universities, as the public ones cover a very wide variety of courses!

Public Universities in Germany

Every public university sets up their own:

- degree programs,
- assessments,
- examinations, and
- entry requirements.

The state controls:

- funding,
- fee policy and quality control, as well as
- accreditation of courses – so that they meet high academic standards.

Private Universities in Germany: Private universities are free to set their own fees – higher than the public universities – but, the degrees granted are fully recognized and they do meet appropriate quality standards.

Types of Universities that offer Master's Degrees in Germany

There are four types of higher education in Germany

1. **Research Universities** – are higher education institutions providing facilities and academic expertise to award students with degrees like Master's and PhD. Most of Research Universities are publicly administered.
2. **Technical Universities** – are a sub-group of research universities, as their focus is on science, technology, and engineering disciplines.
3. **Universities of Applied Sciences** – are focused on engineering, business and social sciences. In many cases, they are partnered with professional or

commercial organizations. More often than not, these universities do not award PhDs. Except when they are partnered with an organization for the sole purpose of delivering specialized PhD programs. A great number of Universities of Applied Sciences are private institutions.

4. **Colleges of Art, Film and Music** – are specialized in offering instructions in the creative disciplines. They can be part of both, Research Universities or Universities of Applied Sciences. Some of these Universities operate independently. The candidates are required to possess creative skills and experience.

How do I choose the perfect university for my Master's studies?

It may seem tough to choose the perfect university for your Master's Degree, especially when offered as many opportunities as in Germany, but it all depends on the subject you are truly passionate about.

The most important differentiation is whether your focus is academic – in which case you should probably attend a Research or Technical University.

Meanwhile, if you are interested in picking up new vocational expertise or new professional skills, you should most probably choose one of the Universities of Applied Sciences.

Obviously, students that are more creative will benefit greatly from the German artistic heritage when applying for a postgraduate course at the Colleges of Art, Film and Music.

Master's Program types and course structure

Germany follows the Bologna Process of study, which means standard three-cycle degree format:

- undergraduate studies (Bachelor's Degree),
- postgraduate studies (Master's Degree)
- and the preceding advanced postgraduate research (PhD level).

How long does a Master's Degree last in Germany?

Depending on the semesters your discipline will have – the courses for the Master's Degree may vary from:

- one,
- one and a half,
- up to two years long.

Whereas, one academic year is made up of two semesters! Your Master's Degree will also include your final project; otherwise known as the dissertation that you will have to work on together with a mentor.

A fully independent postgraduate research in Germany is only done in the PhD level.

How many ECTS credits is a Master's Degree worth?

Usually it is worth 120 ECTS credits, which you will earn during your two years (60 credits per year).

30 credits belong to your dissertation or research project that you will have to complete during your final semester!

Content of German Master's program

Master's degrees are taught in courses that are further divided into separate modules or units of study. Depending on the course, you may learn through small-group seminars, lectures, practical workshops, fieldwork or directed independent study.

- Research Universities involve many core lectures, seminars, practical work and independent reading and study.
- University of Applied Sciences include more hands-on training and workshops organized by external industry figures and various experts.
- College of Art, Film and Music focused on developing and assessing your skills and proficiencies.

How does the process of dissertation go in Germany?

During the final year of your Master's studies you should WORK ON completing a project or a research task, an extended written dissertation or thesis. You will have the support and advice of an expert supervisor, yet you should always be the one to develop and demonstrate your own ideas and your academic expertise.

The EXAMINATION procedure of a Master's dissertation is completed upon the evaluation of your presentation and the oral 'defense' as part of the assessment process. A short talk about your research topic and the answering of questions about your findings and conclusions are also included in the examination.

DO NOT FEEL OVERTHROWN, as this can actually be a very fulfilling experience for you!

Applying for a Master's Degree in Germany

Germany has no centralized portal where you can apply for your postgraduate studies. So, you need to find a course and a university you are interested in and then apply.

There is also a service known as Uni-Assist, which helps in managing international applications.

You can apply at multiple universities as long as you meet the requirements. You should then wait for a response from your desired university.

What are consecutive and non-consecutive Master's Degrees?

• Consecutive Master's Degree refers to students wishing to follow a Master's Degree directly from the same or a closely related field completed in a Bachelor's Degree.

In these courses, only candidates with a relevant Bachelor's Degree will be accepted. Also, most applicants continue directly to a Master's Degree without a significant gap after their Bachelor's studies.

• Non-consecutive Master's Degree refers to students that focus on a different though related area completed in their Bachelor's Degree. Following non-consecutive courses may also require practical experience, except for the Bachelor's Degree. Non-consecutive studies do not necessarily relate to an undergraduate topic. These kinds of studies are perfect for students who wish to continue with trainings and working in-between their undergraduate and postgraduate studies. Continuation of education is also part of the non-consecutive category!

• A Professional Master's Degree focuses on vocational subjects, like teaching, nursing, lawyers, etc. The courses focus on regulated professions.

The requirements and fees for non-consecutive, consecutive, and professional Master's Degrees vary! Consecutive programs may be free for students that continue immediately after undergraduate studies!

What is Numerus Clausus?

It is a restriction for the number of available places on particular courses (it means a restricted number of student admission).

Usually, programs associated with regulated professions are subject to Numerous Clausus in Germany, like medical professions: Medicine, Dentistry, Veterinary Medicine, Pharmacy, etc.

The numerous clausus helps in maintain high quality and helps in having highly specialized professionals not exceed the future possible vacancies.

There are two types of Numerous Clausus in German universities:

1. Some are centrally restricted by the government, known as Central Numerous Clausus
2. While other subjects are locally restricted by the universities, known as Local Numerous Clausus

Your university will let you know whether you chosen Master's program is subject to any type of Numerous Clausus and its effects on your process of application.

Admission to centrally restricted subjects will be more strict and competitive, while locally restricted subjects will have a little more flexibility with the number of students admitted.

Admission Requirements for a Master's in Germany

The most important document to provide for admission in Master's Degree in Germany is a suitable Bachelor's Degree. It does not have to be a German Bachelor's Degree, but it still needs to be recognized by German universities.

For more information please read: Admission Requirements for a Master Degree.

Application Deadlines for a Master's in Germany

Application deadlines vary between universities, but these two general times apply broadly:

- For September semester: Apply before 15 January
- For studies beginning in the winter semester: submit your application before 15th of July

Make sure to check out beforehand the deadlines for your desired university, in case there are any differences with deadlines!

Language Requirements to study in Germany

Language is a requirement if you want to attend German-taught courses. The good thing is that German Universities offer many courses taught in English, in which case German language is not a requirement.

As far as German language, you will need to learn it beforehand if your courses are going to be in German.

• Programs in English will not require German language tests or certificates. But, if you are a non-native English speaker, then you will be required to take English language tests, such as TOEFL, IELTS, PTE. If you have completed your undergraduate studies in English, then you will not need to take any English language tests.

• Programs in German will require your German language test certificate as part of your application. Such tests are TestDaf (Test für Deutsch als Fremdsprache) and DSH (Deutsche Sprachprüfung für den Hochschulzugang ausländischer Studienbewerber). A lower than proficient score will be accepted:

- If you continue learning the language in courses as soon as you get in Germany
- If you continue the German language course during the early stages of your Master's Degree

To find more opportunities to study in English while in Germany, DAAD offers an international program search tool, which allows you to find the perfect program.

Applying before having completed undergraduate degree

It is common for students to apply for a Master's Degree before completing their undergraduate studies. Usually this happens in their final year of Bachelor's Degree. Universities are aware of this and usually accept projected degree results, an attached transcript of your current progress and may also require a statement from your tutor/professor/course tutor.

Do international students need health insurance to study in Germany?

Health insurance is mandatory for all students in Germany, including postgraduate students. So, make sure you get the proper health insurance coverage while studying in Germany.

There are two types of health insurances:

• Public or otherwise known as STATUTORY health insurance, and

• Private health insurance

Public health insurance companies in Germany:

• AOK Baden Württemberg
• Barmer GEK
• DAK – Gesundheit
• KKH – Kaufmännische Krankenkasse
• TK – Techniker Krankenkasse

For more information please read: Medical Insurance for International Students in Germany!

Study Visa Requirements for a Master's Degree in Germany

Make sure you collect on time all the documents you typically need in order to apply for a German Student Visa.

For detailed information about Germany Visa requirements, go to www.germany-visa.org/student-visa/

Master's Degree Fees in Germany

Master Degree fees in German universities depend whether your studies are consecutive or non-consecutive.

• Consecutive studies are usually considered free studies since you only have to pay semester fees, which cost around 100-200€, which include payment for enrollment, confirmation, administration and Semesterticket (a monthly public transportation ticket)

• Tuition fees are included for non-consecutive studies for a Master's Degree, depending on program and university of choice.

Non-consecutive studies also include students who have completed their Bachelor's studies outside Germany.

Private universities require obligatory tuition fees for both, consecutive and non-consecutive studies.

Prices for non-consecutive studies may start from around 6000€ per semester and up, especially higher prices are required for private universities.

Enrollment at the University

Once you get admitted as a student in a German higher education institution, the next process is getting enrolled or "matriculated" in studies. This process involves applying to get your courses registered, in order to be able to enroll in the academic lectures and exercises as well as to undergo the examination.

For more information please click: Enrolling at a German University!

Post-graduation opportunities with a German Master's Degree

As German University certificates and diplomas are recognized internationally, you will be able to find great opportunities worldwide, if you do not want to continue living in Germany.

But, for those who wish to continue in Germany, there will be great opportunities to find a desired and profitable job.

You have the chance to continue learning from the newest technology, knowledge, scientific research, business, and everything you can think of!

Many great opportunities will also be shown to you through your university during your study period!

1.3 Open and Distance Education in Germany

The educational system in Germany is rather complex since matters of education are controlled by the states (Laender). At the same time, there are legal regulations at a national level that serve as a frame for the legislation in the different states. For the universities there exists, for instance, a national law (Hochschulrahmengesetzt) that sets the conditions for laws on education that are to pass the legislative bodies of the different states. Other regulations on education at a national level are based on the agreements between the ministers of education of

each of the states. Finally, there exist bodies and institutions that are run by the different states jointly. Examples are the Nation Sates Commission for Educational Planning and Research (Bund-Laender-Kommission fuer Bildungsplanung und Forschungsfoerderung) and the National Central Agency on Distance Education - NCADE (Staatliche Zentralstelle fuer Fernunterricht - ZFU).

Distance education is regulated by national as well as by state law. Institutions that offer DE courses may roughly be divided into two groups:

- private DE institutions and
- public DE.

Private DE institutions

Distance education (DE) in Germany as offered by private institutions has quite a long tradition (for a historical review, see Staatliche Zentralstelle fuer Fernunterricht - ZFU, 1997). Even before the turn of the century, there were private institution that offered distance courses in the field of professional training and education. In 1856, Gustaf Langenscheidt in Berlin started to send out his letters of correspondence in French - this was the first DE course in Germany and it focused on teaching a foreign language. In 1895, Simon Mueller offered letters which introduced the reader to the field of design and construction. A year later, he started to co-operate with a Berlin publishing company which some ten years later began to offer DE courses to help students prepare for the Abitur, the final examination at high school level (Gymnasium) that is a prerequisite for entering the university.

Following World War I, the number and variety of DE courses increased markedly. Many people whose education had suffered during the war years wanted to make up for this lost time and enrolled on courses which they hoped would improve their scholastic and/or professional education. With the Nazis coming into power, the whole educational system - including the institutions offering DE courses - was subjected to the control of their regime.

World War II was followed by a period of reconstruction in Germany which gave people the opportunity to improve their social status. Private institutions

offered DE courses which helped people try to realise their ambitions, not only with respect to professional education, but also with respect to more general and scholastic education. As a consequence, the private DE business boomed, leading also to abuses. For example, people were talked into signing contracts for DE courses which later on they could not revoke or, if they could end the contract, it was only with great difficulty. Therefore, in the sixties the ministers of culture of the different German states began to discuss how DE courses offered by private institution could and should be controlled by state law. In 1969, they proposed a treaty between the German states on the implementation of a central agency on distance education which was then signed by the presidents of each of the states.

On January 1, 1971, the National Central Agency on Distance Education (NCADE) assumed the responsibility to control private institutions that were offering distance courses in the field of education. At the same time, the National Institute for Research on Professional Education (Bundesinstitut fuer Berufsbildungsforschung) was founded at Berlin. Both institutions helped improve the quality of DE courses markedly. Starting in 1980, every DE course that is offered by a private institution in the field of education has to be approved by the NCADE.

Students who take part in DE courses offered by private institutions will either receive a certificate of that institution if they complete the course successfully, or they may take an examination at an external, state controlled institution (if, for instance, they want to continue in the public educational system).

In 1995, the number of people taking part in DE courses offered by private institutions was 142,066 - about a third of these students were preparing for examinations offered by public and state controlled institutions. DE students were distributed across the different disciplines as follows:

(Source: Amtliches Mitteilungsblatt, Staatliche Zentralstelle fuer Fernunterricht, 1996, p.44)

DE courses offered by public institutions

Public institutions that offer DE courses in general operate at university level. Universities and colleges (Fachhochschulen) are run by, or at least approved (if they are private) by the state governments and are controlled by state law. There are, however, only a very few private universities in Germany. The same is true for the Telekolleg, a DE institution that is run co-operatively by a number of the German states and the public broadcasting systems of those states.

At the German universities, attitudes towards distance education do not seem to be very favourable. On the other hand, it is perceived more and more desirable to make DE part of the German public educational system. The Nation States Commission therefore set-up a special commission on DE in 1993. The remit of this body was to create more favourable conditions for DE courses provided by public educational institutions and also to financially support scientific studies on DE. By the end of 1996, 44 proposals had been submitted to the Commission, 23 of which were accepted and given financial support totalling some 27 million German Marks (Delling, 1997, p.2).

DE courses are offered at genuine DE universities as well as at "normal" or "regular" universities. Examples of the former are the Fern-Universitaet (distance university) at Hagen in the state of North Rhine-Westfalia which was founded in 1975. In the winter term of 1995/96, 54.728 students were enrolled, 30,593 (55.9 %) of these were part-time students, that is students who were working at the same time in their jobs (Delling, 1997, p.2).

Another well-known DE institution at university level is the German Institute for Research into Distance Education (DIFF - Deutches Institut fuer Fernstudienforschung) at the university of Tuebingen which offers DE courses in the context of the Funkkolleg, a project that is conducted jointly with a number of broadcasting systems. Certificates of the DIFF are recognised by "regular" German universities.

There are also a number of universities that offer DE courses; among these are the universities of Berlin, Frankfurt (Main), Hamburg, Hanover, Jena, Leipzig, and Tuebingen.

Doerfert, Schuemer and Tomaschewski from the Institute for Research on Distance Education at the Distance Teaching University of the Federal Republic of Germany in 1989 published a report on selected DE institutions from all over the world. The report was based on a questionnaire that contained the following topics:

- Ownership and type of institution
- Number of courses
- Educational level of courses offered
- Subject areas of courses
- Number of learners currently enrolled
- Relative importance of face-to-face contact
- Flexibility in pacing and teaching methods/options for students
- Media used for teaching
- Participants of course teams
- Local study centres
- Function of the study centres
- Evaluation of courses and media
- Flexibility in the curriculum to be followed for the acquisition of a particular diploma
- Elements of two-way communication
- Media used in two-way communication/counselling and tutoring service
- Measures to reduce the non-starter and drop-out rates
- Type of continuous assessment
- Terminating of courses with examinations
- Average turn-around time for tutors correct and comment on the assignment
- Types of items for the assignment
- Commenting upon the assignment submitted
- Use of a computer for the correction and commenting upon assignment

- Success rate
- Non-starter rate

(Source: Doerfert, Schumer and Tomaschewski, 1989)

In Germany, there were five institutions that returned the questionnaire:

I1 - Berufsfoerderungszentrum Essen

private institution offering 15 courses in

1. languages,
2. mathematics, natural sciences and technical professions

I2 - Deutsches Institut fuer Fernstudien an der Universitaet Tuebingen

public institution at the University of Tuebingen offering 32 courses in

1. education, the humanities, music and the arts, languages,
2. social sciences and law,
3. economics,
4. mathematics, natural sciences,
5. medicine,
6. general advanced further education

I3 - FernUniversitaet - Gesamthochschule - in Hagen

public institution, the German Open University, offering 900 courses in

1. education, the humanities,
2. social sciences and law,
3. economics,
4. mathematics, natural sciences and engineering

I4 - Studiengemeinschaft Darmstadt

private institution offering 67 courses in

1. education, the humanities, the arts, languages,
2. social sciences,
3. economics,
4. mathematics, natural sciences and technical professions.

I5 - Technische Fachhochschule Berlin

public institution, technical college, offering 8 courses in

1. social sciences and law,
2. natural sciences and engineering,
3. courses on safety provisions for workers.

All of these five institutions indicated in their responses that they evaluated their courses and the media they used. The also used written assignments for continuous assessment. In addition, institutions I3 and I4 employed written and oral intermediary exams. As for using the computer for the correction and commenting upon assignment, three of the German DE institutions (I1, I2, I3) indicated that they did use the computer to do this; I2 and I3 added that their programs also provided them with computerised letters.

The German Institute for Distance Education at the University of Tuebingen (I2 - Deutsches Institut fuer Fernstudien an der Universitaet Tuebingen) has a special status. It is not offering DE courses itself, rather, it is managing courses that are offered at other universities. Made up of three departments - (1) Applied Cognitive Science, (2) Instructional Design, and (3) Scientific Education, its main task is to do research on DE and DE related topics. It also harbours the Centre for Competence on Multimedia and Telematics (Kompetenzzentrum für MultiMeida und Telematik - KMMT) that is financed from the programme "Virtual Universities" by the Land Baden-Württemberg and that offers counselling and information as well as training and transfer with respect to the use of Information and Communication Technologies in the field of learning and instruction at university level.

CHAPTER I: ANALYTIC PART. ANALYSES AND EXPLORING IMPLEMENTATION OF HIGHER EDUCATION'S EFFECTIBLE METHODS AND PRINSIPLES.

2.1 Internationalisation of the Curriculum and Support for International Students.

The main first year introductory Accounting and Finance course has a very diverse student cohort (of up to 280 students), usually over a third of which are international students. Roughly half of the class intend to major in Accounting and/or Finance and the remainder can come from any Department in the University (e.g. Languages, Law, or Philosophy). In teaching this particular course, it was apparent to us that when international students arrive at University, many of the key skills required for success both in their degree and future careers are not fully developed.

Also, employer feedback had suggested that issues we had considered important in relation to international students were also issues for other accounting students. Typically students were found to be good at working on technical problems alone, but their communication, group-working, presentation and research skills, and wider contextual awareness, for example, were poor. In response to this, the main first year Accounting and Finance course was redesigned to integrate a series of diverse and focused formative assessments with timely feedback and closely targeted and integrated study skills support, which addressed these aspects particularly for international students, but are also available to UK students.

We initially identified a number of key generic skills (in addition to subject specific skills) which we wish students (particularly international students), to practise and develop during the first year on our course. The intention is to

provide such students a supportive environment to learn in and to apply the skills they have learnt. This is achieved though task-focused study skills support and early feedback mechanisms on both an individual and class basis. We considered that UK students would also benefit from this strategy, and that keeping the two groups together would help the felt integration into the degree programme for international students.

Throughout the academic year, students are guided into a series of relatively small focused formative tasks which enable key skills development, required for success both in their degree and future careers. These include researching 'live' financial information about real companies and competitors and interactive group project working. They are assessed by regular, diverse and linked formative assessments such as multiple-choice testing, technical-testing, essay-writing, report-writing, group report-writing, project presenting, and self-evaluation.

Throughout the year, we include whole class study skills sessions on key skills such as essay writing and referencing, report writing, group working and making presentations. All of the study skills' sessions are tightly scheduled at times to coincide with students' preparation of the relevant assessed pieces of coursework. This makes students aware of the importance of the sessions and ensures students see the practical relevance of these sessions. However, such sessions are designed to include some relevant materials particularly focused towards international students, for example, support on academic reading, writing and referencing skills are included.

In addition to the targeted study skills sessions, the provision of appropriate individual and group feedback on work is vitally important. All students receive timely individual structured feedback on each piece of coursework submitted preceded by immediate group-wide overall feedback on the coursework tasks. Targeted task-focused study skills support and early feedback mechanisms, on both an individual, group and class basis, are designed to help students themselves to

quickly diagnose how well they are developing the particular skills and also what aspects of the skills' development they need help with for future assessments.

In the group wide feedback sessions, general issues on how students' approached the tasks are discussed and any overall concerns of the course director are raised. We have found this particularly useful, for example, for highlighting to the whole group excellent student approaches in their presentations, particular issues of referencing, and examples of how to avoid plagiarism. This more immediate feedback loop is an integral part of the learning structure of this course and ensures the skills are reinforced at a time very close to the task completion. This ensures skills are integrated into the students' skill portfolio, which they will use again on later assessments and future courses. For international students, in particular, specialist one-to-one feedback counselling is employed, supplementing our overall integrative class-wide strategy.

The study skills and overall feedback sessions are run jointly by the course lecturer and a member of the specialist teaching and learning centre at the University. This ensures specialist learning and subject specific expertise are most effectively combined. Also any specific questions regarding the particular coursework assignments can be imaginatively dealt with during the session as the course lecturer is available. Without such interlacing, students often fail to see the specific practical relevance of more abstract sessions and may be tempted to think they do not apply to them.

The introduction of this study skills' development orientation into the course not only involved the re-design of class delivery, but also the re-design of the course assessment element. Assessment on this course now involves a number of relatively small, focused, but meaningful tasks which enable the practising of identified key generic skills as well as the testing of subject specific skills and knowledge. This complements the contiguous study skill support, timely feedback, and appropriate counselling support described earlier. This strategy enables all students actively to develop and practise key skills very early on in their

university career. For example, we require a small general issue essay which requires students own research and referencing, and a group report early in the first term, which is particularly important for international students.

Such an integrated and connected course design strategy also had major implications for the management of the course. With such a large cohort and our imperative to maintain timely feedback strategies, we had to rely on a tutoring team of up to six tutors to assist us in meeting our objectives. This multi-tutor team comprises relatively inexperienced teachers and in the design they are heavily involved in ensuring the timely feedback process is effective, as well as delivering many of the tutorial classes for the course, which is discussed further below.

Overall, we have found that students have responded well to this integrated strategy, and feedback from evaluation questionnaires has been very positive, in particular from international students. The use of such an integrated framework of key skill tasks, formative assessments, study skill support, team-managed feedback has had clear benefits and we believe our approach is transferable to most, if not all, subject areas where there are a significant numbers of international students in large, diverse classes. Attention and sensitivity to structuring of assessments is necessary to ensure such students receive ongoing effective and timely tasks, support, and reinforcing feedback.

This initiative was implemented fully for the first time in 2002 and has been adjusted each year based upon our reflections. Initially we identified the needs of international students, and our intention of the overall framework of focused assessments, integrated study skills' sessions and effective feedback structures was primarily to help the large numbers of international students on the course ease their integration into the Lancaster University.

However we found that these skill development needs overlapped to a significant extent with those of UK students, though there are clear differences in some dimensions and extent. Our experience and formal and informal feedback

received continues to lead us to believe that a whole-class solution supplemented by extra dimensions of focused support best caters for international students and ensures they do not feel separated from the whole class. As another example of focused extra support, we use computer-based accounting packages to supplement (but not replace) the main course content, particularly to help international students at the outset of their studies learn terminology with confidence at their own pace.

We have found, however, that all students, irrespective of their educational background, have communicated that they have found this integrated strategy of great value, including students on other degree schemes. We believe this is because the support and feedback sessions are tailored to students' specific needs and the coursework tasks which they are completing at any given time. Study skills' sessions for programmes are often provided to students during the first week of term in a generic sense, but we do not believe this to be appropriate. Our key finding is that by closely integrating key skill tasks and study skills sessions into the course curriculum itself, the quality of students' work improves and the learning process is enhanced far beyond using abstract study skills sessions. Though the integrated study skills elements are provided to everybody, as we expected, feedback questionnaires analysed by nationality suggest that international students find this element the most helpful. Through the regular and ongoing and developing nature of the tasks on the course, our experience is that students' motivation is maintained and that the overall quality of the work submitted has improved. This is advantageous to both lecturers and students alike, but has not been at zero cost to the course.

The use of more regular coursework assignments has inevitably led to an increase in marking workload on this course. However, this is kept within manageable bounds as the course has used more tutorial assistant graders. The use of our tutoring team as grading assistants presents issues of comparability and consistency in marking, which we have managed and successfully overcome. To promote this a structured system of 'test' marking is carried out by the markers.

Lecturers and the markers marking a sample of identical scripts. Then the marking team discuss any difficulties in the marking guidelines provided (incidentally, these must be quite complete marking guidelines to ensure consistency) and agree marks for the identical individual pieces of coursework. This discussion is vital as it 'irons out' most inconsistencies in marking style, gives markers confidence, and enables the course director to re-emphasise key points in marking.

Also to aid consistency for many types of assessment, a common marking feedback template is completed by the marker to provide consistent structured feedback to students. This marking template assesses a number of appropriate feedback criteria on a five point scale (e.g. for essays considering structuring and referencing; for presentations, clarity and quality of visual aids). There is also a section which must be filled in with individual comments. We have found that this pre-structured template provides time-effective feedback to students and structures the marking task for less experienced markers. The course director will review marks after each task's marking process is complete for quality control purposes. Although not perfect, we have found that this is the *only* way we are able to provide regular and appropriate feedback on a timely basis to students in large diverse international classes.

We have found that the use of regular coursework assessments to assess / practise a variety of skills, together with study skills support, has been excellent at motivating international students and increasing the quality of their submitted work. However without the use of grading assistance from our tutoring team, this would not be sustainable in large groups of undergraduate students. If such assistance were not available, we could simply not run this type of assessment or provide the feedback quickly enough to promote motivated student learning. Also it has proved important and effective to make available one-to-one feedback counselling to international students after each group feedback session.

We have presented our course structure and the use of integrated study skills sessions in a number of Continuing Professional Development Sessions at the

University. A number of colleagues have commented on the innovativeness of our approach and many have said that they can see how it can be applied and are keen to 'try out' some of our approaches in their particular subject area.

2.2 Specific features Germany education that implementation to national education.

It took Germany just over a decade to improve test scores and reduce inequality. Their education overhaul is a lesson in structure, monitoring and philosophy. In 2000, Germany experienced an uncomfortable reality check when the Organisation for Economic Co-operation and Development (OECD) revealed disappointing results for performance and equality in its schools.

The country tested below average in maths, reading and science in the Programme for International Assessment (Pisa) report – and received the unwanted accolade of having the most unequal education performance among the 43 countries examined.

The results were a blow to a country that prides itself on its strong literary tradition and belief in social equality. "Germany's school system – and indeed the whole nation – was shocked by the first Pisa results of 2000," says Christian Füeller, German author and commentator on education. "It revealed a broad group of 'at risk' students that could not properly read and were termed 'functional illiterates'. This seemed to destroy any notions of being Goethe's and Thomas Mann's 'kulturnation' of thinkers and poets."

Just over a decade later, Germany was celebrated in the same research. In 2012, it was one of just three countries surveyed by the OECD that reduced inequality while improving its math scores. The great "Pisa shock" led to what has now been called the "great turnaround" in German education. So, does Germany, with its complex and fragmented education system, and school days that have traditionally stopped at lunchtime, have a lesson or two to teach other countries?

A change of structure

While it is difficult to pinpoint the exact recipe for success, Miyako Ikeda, senior analyst on the Pisa team at the OECD, argues one of the most significant

changes was structural reform of the secondary school system. The findings of 2000, which laid bare how far socio-economic background was tied to educational performance, added fuel to the argument that streaming children at the age of 10 didn't work. The old system– where children moved into either a Gymnasium (for academic students), Realschule (for intermediary students), or Hauptschule (for the less academic) – was felt to be perpetuating inequality.

Several measures were taken to relax the system. These reforms included delaying the age when children are assigned to different secondary schools, combining Realschulen and Hauptschule, and introducing more comprehensive schools. "These measures have broken down the segregation between children set on academic paths and those on a vocational path. It has allowed children more flexibility in their learning and taken away a lot of stigma," says Sascha Stollhans, tutor at the University of Nottingham and representative of the German Academic Exchange Service.

States closed Hauptschules, which were characterised as places for children with poor prospects, and created an alternative with a more positive learning environment, says Maria Lujan, department head of romance languages at the International School of Düsseldorf. "Merging with Realschulen also improves the employment prospects of those students," she adds.

Offering more support to migrants

One of the most important lessons has also been to prioritise support for the lowest achievers, argues Ikeda. He says improvements in reading and maths were largely due to changes in this group.

A significant proportion of low performers in the Pisa report were migrants, and central to turning things around was improving their language skills. "Due to their poor German, foreign students are usually assigned to Hauptschulen," says Lujan. The introduction of subsidised all-day schools and comprehensives that don't segregate by ability provides more language support and scope for integration, she argues.

There has also been more encouragement for migrant families to send their children to kindergarten, Lujan adds. "In Germany kindergarten used to be a place in which children just played, but the Pisa results made us see that it's an important link in the chain of education."

Lujan says that the Pisa shock led to kindergarten pedagogy reforms and more development opportunities for teachers. "Language difficulties among students were also diagnosed as early as possible through the introduction of new tests," she adds.

Unifying a fragmented system

"It is difficult to talk about the German education system because every state has its own," says secondary teacher Julia Döller, describing the patchwork of policies and reforms in Germany's decentralised structure. One of the key reforms post-Pisa was to standardise curricula and introduce national tests. "School books, the curriculum and teaching have all changed since the Pisa shock. Students are now preparing for standard tests," says Döller, explaining how reforms have made lessons and teaching more focused.

She also believes it has become more interactive - classes are a far cry from the lessons of rote learning that Döller remembers as a pupil in 1990s Bavaria. "Since 2000 [and the Pisa report] there is more focus on communication and teamwork," she says. "Schooling is fresher, more orientated around students and their lives, influences and media consumption habits." Ikeda also argues that teaching quality has, perhaps unsurprisingly, been key to Germany's turnaround.

A little bit of monitoring, but not too much

A little bit of monitoring can go a long way. "One of the most striking differences between schooling in the UK and Germany is the level of monitoring," says Stollhans. "While national curriculums and tests have been introduced since 2000, results are not published, there are no league tables, and so schools are not constantly worried about their reputation. It is less target driven," he explains.

One of the key lessons of the German experience has been to ensure that monitoring is not excessive and does not inhibit the teachers' creativity. "In

Germany there is less pressure on teachers and pupils to perform. They can focus on the process of education rather than the result," says Stollhans.

A different philosophy

At its heart, many see the turnaround in German education as being successful because it has negotiated change while maintaining its commitment to free, quality education. "You don't have tuition fees in Germany and therefore students are not seen as customers," argues Stollhans. "You can see that business attitude in UK schools when you look at the results-driven approach of things like Ofsted and the league tables."

German educated Anja Abney, now researching education in the US, agrees there is something other countries can learn from the philosophy underpinning the German attitude to learning. "In Germany there is an awareness of letting children be children while they learn," said Abney. "Teaching the whole person is much more what we do in Germany."

And yet for some, the great "turnaround" still has some way to go. While the progress made since 2000 has been significant, Lujan believes that tackling what still remains of the "highly discriminatory and unfair" tracking system, is the final hurdle. "The educational system has gone from average to good. Now Germany needs to move from good to great. We still need to create a system in which every pupil is encouraged to try hard and succeed."

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2.3 Study in Germany for foreign students

Before we jump into the focus, as we explicated in the foregoing article, we want to make sure you know that there are vigorous reasons why you or anybody else would pick Germany to chase dreamed doctoral education. Making it clearer, statistics showed that about 25,000 doctoral candidates graduate annually in

Germany. Putting it in another way, this is not a wondering fact anymore, rather an indication of preponderating higher education and above all, in doctoral level that Germany enjoys.

What is essential to know is that the great position of German education and science is not the particular insignia of the country. Internationally identified for its outstanding research infrastructure and network, today, Germany leads the world in innovation. To give an illustration of the aforementioned, we want to point out the figures revealing about Germany, having at least 370 higher education institutions where 140 of them are entitled to offer doctoral degrees, with around 240, 000 international students among which 18, 000 enroll in doctoral studies and 26,000 engage in research work.

In this article, you will absorb doubts of becoming an alien entitled as a doctoral candidate in Germany by the information and tips that will help you reliably create a sound stream of high quality PhD studies and research in Germany.

Other foreigners, same as you, often kept back by the volume of requirements and procedures, locking up their dream to sign up for their doctorate in Germany. Let us avoid this, endeavoring to pace these obstacles by utilizing the best of assistance and simplified information brought for your convenience.

As an alien seeking for enrollment in doctoral studies and research activity in Germany, you are a subject to meet entry and residence permit requirements. To do so, you have withal to ascertain you are an eligible applicant for doctoral or research studies. This involves additionally a consequential aspect, which is the recognition of earlier education credits, so-called credit equivalence, as a form to estimate the correspondence between foreign earned credits and German educational credits. However, do not be intimidated by the amount of requirements and procedures and keep your intention up, just make sure you consider the information and guidance to be offered in the following parts of the article.

Disallowed as a foreigner to move in, or stopover in Germany, you are called to have an explicit and authentic intention of requiring German visa and residence

permit. These are the only authoritative forms to ascertain you an eligible entering and stay for the duration of your enrollment as a doctoral candidate in Germany.

There are three categories of foreigners in Germany:

- EU-foreign nationals who enjoy the freedom of movement within the Schengen area and consequently they can enter Germany anytime they want without any border check. However, they must register at Registration Office "*Einwohnermeldeamt*" or Residents' Service Centre "*Bürgerservice*" to register, stating their intention of their stay.

- Non-EU nationals coming from Australia, Israel, Japan, Canada, USA, the Republic of South Korea and New Zeeland they are entitled to enter into Germany without any visa restrictions. However, willing to reside longer than three months they are called to register at the Registration Office "*Einwohnermeldeamt*" or Residents' Service Centre "*Bürgerservice*" and at Foreigners' Authority "*Ausländerbehörde*" to apply for getting the appropriate residence permit related to their purport of stay.

- Other non-EU nationals due to entrance restrictions are ineligible to enter or stay in Germany without visa and residence permit. German Embassy or Consulates in the home country are the single ruling bodies for issuing visas. Improved chances to get a German Visa take only candidates whose application placidity designate the intention for entering Germany, supported by the sufficient proofs with a focus on University admission notification – a document issued by the university attesting your admission to pursue doctoral studies in Germany. Registering at the Registration Office "*Einwohnermeldeamt*" or Residents' Service Centre "*Bürgerservice*" and at the Foreigner's Authority to apply for the residence permit related to their purpose of stay

in Germany upon the arrival is obligatory for the enrollment in the University.

Regardless of the higher education stage, as an immovable rule, anybody seeking to enter higher education studies in Germany must have the so-called "*Hochschulzugangsberechtigung*" or Higher Education entrance qualification. Caught in such a situation you have to make sure that your earlier qualification meets the requirements for making you an eligible applicant to pursue doctoral studies, and so, we advise bringing your complete attention on the following specifics.

Recognition of higher education qualification of you as an applicant seeking to pursue further education in Germany goes throughout "*The Lisbon Recognition Convention*" as the convention acting also in different other countries of the European Union. As such, you need to ascertain if your so-far qualification is enough and equivalent to German qualifications in order to make sure being considered as an eligible applicant for pursuing doctoral studies. Hence, Germany requires from the doctoral applicant to have the minimum Master Degree awarded after at minimum eight semesters of studies. The exception applies to applicants with a Bachelor Degree from Universities of Applied Sciences, becoming eligible to follow fast-track doctoral programmes, but before an examination to attest their knowledge takes place.

Being a foreign applicant coming from one of the countries that do not rely on the Lisbon Recognition Convention, you will be subject to following qualification recognition procedure. The most significant thing in this regard is to know early enough whatever that is suggested in this regard for country-specific – the country that you have ended your earlier education. This is very stress-free procedure nowadays ever since there is an online database called "*Anabin*" – offering all-inclusive listed information about foreign country's qualification equivalent to German qualification, followed by supporting instructions about what to do if your qualification is not sufficient to enter higher education studies in Germany.

Electing the field and the type of your studies is the second phase, is the first influence you might have on your studies, being called to require one amongst individual and structural doctoral programmes for your doctoral studies. This is a compulsory stair in advance for your application for the university admission.

The difference between two types stands for the independence of your studies. The individual type the same time the most preferred by doctoral candidates, involves picking your doctoral subject on your own preferences, deciding about the researcher to tutor your studies, boundless self-responsibility as regards time management and study activities, jointed with a greater consultation with your self-chosen mentor. Likewise, structural type of doctoral studies implicates integration of doctoral subject inside the doctoral or research studies, interaction with colleagues, stringent timeline and study activities based upon the programme' curricula, and the last but not less important more than one mentor for tutoring studies.

As you were lucky enough to get your earlier education recognized and got the chances to find a mentor or a group of mentors to tutor your future PhD studies and you made the decision on your dissertation subject, the other important and significant pace is applying at the University for becoming a documented PhD Candidate. This sort of application is a process where you fill-in the application form, also does your mentor puts its statement declaring mentorship of your studies, supported with certified copies of your certificates and earlier higher education recognized qualification. Among requirements will be also proving you passed the examination of DSH or TestDaF, applying only if your University doctoral program involves writing the dissertation in German. Still, do not get discouraged if you lack the German language, as dissertation language typically is not obliged to be German.

Another important pace of such interesting life-journey is the enrollment as a PhD Candidate, meaning to start your activities concerning your doctoral studies. Some universities automatically give candidates such permission, once notified about admission based on their university application. On the other hand, if you

classify in universities that require candidates' official enrollment procedure, then you should prove a valid student visa, residence permit and health insurance (public or private) for the period of studies.

Benefit from a high quality educational system to help you advance in your career, learn a new language by making new friends and socializing with other students, and gain an amazing life experience to remember for years to come by studying and living as a foreign student in Germany.

There are hundreds of universities in Germany that have free or very low-fee tuition programs available for international students. Whether you want to study Engineering, Medicine, Architecture, or Business, Germany is the place to be.

Combining high quality education with a unique cultural experience living in Germany is the main reason why young people from all around the world come to Germany.

2.4 Why is Germany the perfect place to study abroad?

Germany is the ideal country to be studying abroad, it has a rich and complex history, an invigorating culture and fun loving people, and something every student looks forward to in a new country. On the other hand, its Universities are ranked among the best in the world, it offers innovative and international programs as well as the work discipline every professional shall dream of having. Germany is a very diverse and interesting country in almost every aspect therefore it's worth exploring its natural as well as intellectual resources.

German Education system is highly focusing on its international domain, thus the number of international students coming to study in this country is ever-rising. Almost every University in Germany has incorporated in its curricula an international study programwhere lectures from all around the world come to share their expertise, mainly in English language as an international language but in German language as well. In most of these Universities learning German

language through intensive courses is a mandatory piece of the module, therefore the benefits double immediately.

Around 400 higher education institutions offer graduate and postgraduate programs for interested internationals depending on their aims and mode of studying. There are four main types of higher education institutions operating by different criteria, offering quite a wide range of possibilities for the students to choose from.

Universities, the classical approach to academia and research remain the highest and most prestigious institutes world-wide.

Technical universities or hochschule, as Germans call them, focus mainly on technology and engineering valuing not only the art of theory but also the art of practice. In fact, the emphasis in these institutions is on the practical skills their students will gain during their studies.

Colleges of fine arts, film and music focus mainly on engaging rare talents in their environments, therefore there are special admission requests in order to enroll in such institutions.

Last, but not the least Universities of applied sciences regard to applied social sciences and humanities.

In Germany it will commonly take a two year program to finish the Masters degree meanwhile PhD programs commonly last up to three academic years.

For most of the Postgraduate degrees you will have to take German Language University Entrance Examination in order to check if you have the necessary skills to enroll in the program. Although international degrees are taught in English, many postgraduate courses will be taught in German as well. International Courses offered regardless of the level, be it graduate or postgraduate are uniquely designed to contemplate with global criteria and attract as many international students as possible.

Once you've enrolled in a German university you can expect nothing less than:

- High academic standards and well organized study programs
- International degrees, i.e. Bachelor's and Master's
- Courses taught in English, additional German language courses
- Special Services: Academic and personal support, study counselling, study periods abroad

Aside from the quality of studies, no tuition fees and a remarkably affordable living standard adds up perfectly to the equation.

Regarding education, if you compare Germany to other well-developed neighboring countries one thing that strikes among others is the fact that German Universities are tuition free as of October, 2014. Such an advantage to higher education in Germany is not only offered to its citizens but to all international students willing to pursuit a degree in Germany irrespective of their origin, a free qualitative education taking pride on building experts and professionals for the global market.

However, this doesn't apply to the private Universities around the country where there is no ground standard and tuition fees vary depending on the institution. Meanwhile, at the public Universities students are required to pay only the semester contributions (a symbolic fee) which includes free access to public transportation within the region. Free tuition applies only to undergraduates studying for a Bachelor's degree; post-graduate degrees like Masters and PhD still charge the same tuition fees as in the past. Nevertheless, pursuing a postgraduate degree in a public University in Germany will save you a couple of thousands of euros you would otherwise be spending in a private institute.

Previously, tuition fees in Germany were made of two different parts. The Studiengebühren is the actual tuition fee that was commonly varied from nothing to 500 Euros per semester and the other part of the bargain is called, The Semesterbeitrag which charges for administration fees as well as fees for the General Students. Committee (AStA), the Studentenwerk (responsible for any kind of issues students might have, national and international). Aside from the

administrative fees it's common to find that the semester ticket for public transport within the city is mandatory as part of the Semeterbeitrag (sometimes you can also use the same ticket to cover the suburbia and maybe the certain region, it depends on the University). Never underestimate the benefits of having free access to public transportation; wherever you choose to live it will be lifesaving. Now students are charged only the second part, the semester contribution with all its benefits while the first part is abolished entirely.

In case of financial turmoil funding the studies in Germany can be done in several ways. There are scholarships offered to exceptional students, and as much as the process can be tiring it can be very rewarding in the end. Another option would be loaning money to pay for you education yet that is quite a long shot.

You can always look for a part-time job in your area that will alleviate daily costs and allow you to enjoy you study abroad time in Germany.

As in every other country student residencies are way more affordable than a rental yet quality is undisputable. Residence halls commonly are old, worn buildings where everything is usually shared and you can't really choose with whom you'll be sharing your most intimate life. However, there are new facilities' build recently that are way more comfortable and vivid yet sharing is always the issue.

Even so, it pretty difficult to find a room in such facilities since they tend to be pre booked quite in advance. If you are counting on a room in a dormitory you will have to contact the Studentenwerk quite early in order for them to get you accommodated. Be careful, the student services might as well put you on the waiting list and get your hopes high yet sometimes it happens for people to remain in those waiting lists for a whole year round, so one must have a back-up plan.

Another alternative, however would be the private student halls of residence; rooms are in good shape and relatively affordable. You can ask around for more information or address the student service offices.

University guest houses are a long shot yet worth trying. They are usually reserved for the visiting lecturers and professors and other university guests

throughout the year, however you just might get lucky and get a room there. You can apply for an apartment at a university guest-house through the Foreign Students' Advisory Office. Another "waiting in the line" won't do much harm, now will it?

As for private accommodation, it's always wise to rent a place somewhere in the campus region so you don't have to travel for miles back and forth every day. Commonly there are some notice boards in the university area where people post information about vacant rooms or apartments in the area. Usually it's, single rooms and the notes are from people who are looking to share the rent.

If you are looking for a whole apartment and you are able to afford it, check out the local newspapers as well as student unions at your university that offer information on the matter. This way you will get access to a number of facilities where you can choose from, and also learn about the terms and conditions of renting.

If you are a European student and want to study and live in Germany, you will cherish the same rights as a German citizen and EU\EFTA citizen regarding free entry, the opportunity to study and work without any additional permits.

If you are not however, a European citizen and you want to study in Germany, you will have to apply for a Visa. Unless you are enrolled on a summer school language program, you will need to apply for a student visa that allows you to reside in Germany for more than 90 days and also get a residency permit to become able to live and move around the country. The residency permit will also allow you to travel visa free in the whole Schengen Area, which makes for a wonderful opportunity to visit the countries you are interested in within the time-frame.

Once you receive the letter of acceptance from the designated german University, it is recommendable to apply for a student visa at least 3 months prior to your intended departure (the time you are expected to be in Germany).

As for the residency permit, all your documentation will be sent to the Immigration Office of the German region where your University is stationed, and after every bureaucratic procedure is done you will be issued the residency permit.

In order to obtain the student visa, however there are certain criteria that need be met. If you are travelling to Europe on such a permit, you will have to inform the designated authorities prior to your departure.

In Germany you are obliged to have health insurance in order to reside in the country. In fact you won't be able to enroll in a University in Germany without having purchased health insurance that covers basic healthcare services. So one needs to consider the issue before moving to study in Germany.

If you already have health insurance that covers services internationally in accordance to the health Insurance system in Germany, you might as well not need to get a new one. However, make sure you are content with the coverage and the services your International Health Policy offers in the deal.

In case you are purchasing health insurance in Germany you must be aware of the two different domains, the public and the private one. Commonly public health insurance is recommended to the students since its cheaper and has a suitable coverage however this mustn't always be the case; in case you are able to afford it, private health insurance is worth 5 stars.

Another thing you need to consider if you will be travelling to Europe, is if the Health Insurance policy you are purchasing has international access to the EU/ Schengen State health care in case of any emergencies. Most insurance companies offer such a deal so you just have to be vigilant about it.

Dual studies have proven to be very successful in the round of innovative study methods of the century. Combining studying and working simultaneously brings students to put in practice their theoretical gains at their educational institutions of the sort, be it Universities, Academies or Professional Schools, which saves time and money and gives a chance of early emancipation.

Working while studying has also an important psychological impact on the process of maturation.

In getting accepted in a dual study program, students need to be in possession of a valid high school diploma, equivalent to the certificate for entrance in Germany. Additional to the diploma, German language skills, an academic level in this case, is required in order to proceed the admission request.

If you own a German High School diploma from any other country it will be accepted just like it was obtained in Germany. All other non-German diplomas must must go through the acknowledgment procedures by the appropriate authorities in the country of origin and become legit, as is the office for the recognition of diplomas (Zeugnisanerkennungsstelle). It is always preferable to double check these documents with DAAD or the German Embassy in the country of origin so you don't have any unpleasant surprises. As for the German language certificate, an essential document in the process, one can be obtained in every Goethe Institute closeby your hometown; of course after passing the certain German language exams.

If you are able to manage the crowded itinerary and finish your tasks according to the deadlines you will greatly benefit of such an opportunity and even earn some pocket money on the side from the working experience.

Germany is right in the heart of Europe which makes it a culturally vivid and intriguing country, influenced by the surrounding diverse ethnicities. Its past makes it an iconic figure in world's most ravishing history, one truly challenging feature to all the people that decide to live and understand its roots. Living in Germany comes in many colors; as a student you will find it very hard to get bored even for an instant as there are always stimulating activities happening around you regardless of the city you are living in.

For starters, Germany is divided into regions and every region is unique and fascinating in their own way. There is something for everyone; opera, rock&roll, great Italian food, Turkish delight, outdoor sports, latest cinematic happenings, festivals, yoga, art and what not. Nightlife in Germany tends to be the trendiest in the world at the moment, especially if Berlin is your destiny.

Depending on the field of studies, your abilities to cope with the itinerary and time management skills you will be able to enjoy the perks of such a beautiful country. Though studies will most probably take most of your time and energy, you will still be able to go out, travel and get to know ze Germans one-on-one. If you are learning German language simultaneously with your studies, which is usually the case, you will be definitely overloaded with homework yet what better way could you practice what you've been preached than around Germans.

As a possibility, staying with a host family is one true German experience. Around Germans it's recommendable to be forthcoming, attentive and of course punctual. In the beginning you might feel a bit uncomfortable with the level of honesty, sometimes you will even feel threatened; however you will most definitely learn to respect and admire such a quality, and with some luck embrace it yourself. Remember to always bring a gift when invited for the first time at some German home.

2.4 Internationalization of Higher Education: the Good, the Bad, and the Unexpected.

Those of us involved in the internationalization of higher education rely on a series of assumptions that are often not supported by data or evidence. For instance, we believe that internationalization is not only positive but also very relevant as a key component of the changing landscape of higher education. When asked about why internationalization is important we are prepared to recite a list of its many benefits for the students, the faculty, the institution, and to society in general. Well, if we don't defend our cause (and our jobs) well, who will do it? We assume that internationalization is good, but we often lack any data to support our assumptions. Also, we don't think too much about the fact that there are different rationales as to why, how, and for which purposes an institution or, for that matter, a whole region, wants to engage in an internationalization effort. At least, that's what new data from the International Association of Universities (IAU) shows.

Based on the principle that "it depends, and context matters more than ever," it is especially interesting to take a look at the third Global Survey Report on Internationalization of Higher Education, which was recently released by IAU. This comprehensive survey is the largest of its kind worldwide, and includes responses from 745 institutions in 115 countries. For purposes of analysis, the results were clustered in the following regions: Africa, Asia-Pacific, Europe, Latin America and the Caribbean, Middle East, and North America (the U.S. and Canada). Even though the survey is on its third edition, it still has limitations which fortunately are acknowledged and explained in the document. Nevertheless, it provides useful hints about trends in international education not only on a worldwide basis but also by region. While running the risk of over-generalizing, let me mention some of these trends.

Although I am familiar with the design of the survey since CONAHEC provided IAU with technical support in its administration, I must confess that I was puzzled with some of the results. Would readers believe that international education is no longer seen merely as a potential source of additional financial resources? Or that higher-education institutions in North America included in the survey didn't see internationalization as a way to engage in international cooperation and solidarity? Or that none of the regions of the world consider Latin America as a priority area in their internationalization policy? (Ouch! That hurts...). Or that, contrary to popular rhetoric, faculty members are not seen as the most important internal drivers for increased internationalization?

Certainly, some of the responses are consistent across regions and, in a way, expected. It is not surprising, for instance, that financial support is identified in all regions and institutions as a key obstacle for internationalization. (At least we have a consensus in recognizing that, as said in my hometown of Ojuelos, "con dinero baila el perro ... y sin dinero bailamos como perros" (with money, the dog dances, and without money, we are the ones dancing like dogs). Also, the survey confirms

that internationalization is seen as important in most participating higher-education institutions. (We are making progress!)

Worldwide, the majority of institutions give a high importance to internationalization, with Europe topping the list in this regard, followed by North America. The Middle East and Latin America and the Caribbean are at the bottom.

Where significant regional differences exist, it is not in the lamenting for the lack of proper funds, or in the importance of internationalization, but on the main rationales for these widely agreed upon beliefs. Worldwide, the top five reasons for internationalizing an institution are, in order of importance, to improve student preparedness; internationalize the curriculum; enhance the international profile of the institution; strengthen research and knowledge production; and diversify its faculty and staff. However, when the information is analyzed by regions, interesting variations are found. For instance, both North America and Latin America give much more importance to international preparedness of students than Europe. Interestingly, institutions in Africa consider as the more important internationalization rationale, to strengthen research and knowledge production. The Middle East gives the highest importance equally to improving student preparedness and also strengthening research.

Results suggest also that institutions in North America are not bothered with the notion of increasing their international profile. For them, this is placed at a distant fourth level of importance in comparison with, for instance, Europe where it is the second most important rationale. I wonder if this can be explained by some degree of insularity, or a somewhat egocentric perspective of the region's status in the world of higher education. Surprisingly, all regions gave an extremely low importance to internationalizing the campus with the idea of diversifying sources of income or in response to public policies.

When asked about the most important benefits of internationalization, the top three reasons at the global level listed in order of relevance were: increasing international awareness of students; strengthening research and knowledge

production; and fostering international cooperation and solidarity. The only significant difference in this otherwise very consistent pattern was offered in the IAU Survey by institutions in North America for which "international cooperation and solidarity" was not considered as beneficial as it was in the rest of the regions. This factor placed a worrying 5th in North America.

Regarding the question on who is the most important internal driver for increased internationalization, in general, institutions in all regions of the world coincided in pinning responsibility on the president of the institution, followed by the international office, and finally, positioning faculty members in third place. Interestingly, in our day to day life, we listen to presidents and university administrators praising faculty members as the main champions of international education. Is this just rhetoric? I just don't get it.

Another puzzling finding of the survey has to do with to which geographic region higher-education institutions are turning their eyes for their internationalization work. The aggregate results show that no major shifts have happened in the last five years. And the winner is … Europe! (Not the Asia-Pacific region which placed second.) The bronze medal goes to North America. Nevertheless, the analysis by region should be a matter of concern for policymakers in some parts of the world. For instance, in the Asia-Pacific region the first geographic priority for the internationalization policy in the majority of their institutions is — guess who? — Asia-Pacific, followed by Europe. For European institutions the first priority is placed on Europe itself and the second one on Asia-Pacific. For North America the first priority is Asia-Pacific, followed by Europe. Latin America and the Middle East consider Europe as the key regional priority. Sadly, the only region considering Africa as the principal priority is precisely Africa, but aside from that, none of the regions even consider Africa as a second or third priority. Even worse, Latin America is not even considered a priority by those Latin American institutions which participated in the study, and none of the other regions of the world considers Latin America among their top

three choices. If a region of the world is completely off the radar of international educators from all over the world, it provides at least a good "wake-up" call.

Well, I could go on and on dissecting the results of this survey, but instead I encourage readers to take a first-hand look at the report. As indicated in its closing chapter, there is no question that international higher education is changing even much more than we can imagine and anticipate. The traditional lenses through which we view the field of international education may require a significant change of prescription. It's time to go to the optometrist.

III. SAFETY IN INFORMATICS CABINET.

3.1 Conditions in the workplace.

Meteorological conditions in the room is a combination of human body temperature, humidity and air velocity, and thermal radiation. Valid parameters defining the conditions of the workplace.

Deviation of microclimate parameters leads to disruption of the thermal balance. For example, lower ambient air temperature results in an increase of heat transfer from the body by conduction, convection and radiation. Excessive decrease in temperature can lead to excessive super cooling of the organism. Lowering the temperature and increasing the velocity of the air increases the heat transfer from the body and can lead to hypothermia of the body by increasing the impact of heat convection and the evaporation of sweat.[20]

The dust concentration in the air is not more than 0.5 mg/m3.Usloviya the workplace regulates O'z State Standard 12.0.001:2005 which determines the optimum settings and allowable working area for industrial premises (ie, with a height of up to 2 m above the floor). Perform on the job belong to the category of natural light from the energy up to 120 kcal / h (I), and the space under consideration – to rooms with a slight excess of sensible heat (up to 23 W/m2).[21] Optimal microclimate parameters are shown in Table 4.1.

Table 4.1. Optimum standards of temperature, humidity and air velocity in the working area of industrial premises.

Year period	Category of work	Temperature, °C	Humidity, %	Air velocity, m/s max
Cold	I	21-24	60-40	0,1
Warm	I	22-25	60-40	0,1; 0,2

To ensure the microclimatic conditions in the room has a heating and ventilation system that maintains optimal conditions in the workplace.

Comments/Recommendations

1. How to protect eyes

(I) Good reading habits

- Distance to the book: 40cm
- Distance to monitor of computer: 70cm
- Take a rest for 30 seconds in every 30 minutes

(II) Appropriate equipment

- Screen with higher resolution will make eyes less tired.
- Appropriate brightness of screen. Use dark-coloured words on a light background
- for easy reading.
- Appropriate font size, line spacing and character spacing.

(III) Good reading environment

- The environment should be evenly lighted with a warm colour tone.
- The screen should be below eye level.

2. There has not been any research confirming that the use of computer will lead to short sightedness or worsen the short-sightedness among students. There are also no confirmed findings on whether computer has radiation and will adversely affect health.

3. Hereditary and environmental factors are the two major causes of short-sightedness. For environmental factors, if the eyeballs are under tension on a long-term basis, the chance for short-sightedness will increase correspondingly. Thus, e-

Learning resources are not the direct factors for short-sightedness. Rather, it is the proper use of e-Learning devices that counts.

4. Students are not good at self-control. If e-teaching is to be implemented, classroom supervision and care should be strengthened.

5. There are similarity in reading e-books and reading regular books. Both rely on the surrounding lights. However, reading with a computer needs the light on screen as well, and this may dry up eyes. Therefore, the means of a suitable environment for reading e-books is different from that required for reading on a computer.

6. Big fonts are not necessarily better when reading on a computer. Fonts being too big will also lead to short-sightedness. Whether the screen and font size is appropriate depends on the environment and the distance between the users and the screen. The most ideal case is that when we are reading on the monitor, we can also see the surrounding environment. Generally speaking, "half a word" for character spacing and "one word" for line spacing are best for reading. The best page size on screen is A5 and the font size 10-12 when compared with regular books. This can serve as reference when implementing e-Learning.

7. It is recommended that efforts should be paid to develop computer screens that will not lead user's eyes getting tired easily. On the other hand, the public needs to be educated that proper use of computer products will not adversely affect the health of their eyes.

8. It is recommended that the proper use of computer should be promoted to the public. Concurrent to the implementation of e-learning, there is also a need to keep monitoring and improving the conditions so that a healthier learning environment can be provided for students.

Labor protection requirements for the premises.

Room dimensions (area, volume) should primarily correspond to the number of employees and posted them in the complex technical equipment. To ensure normal working conditions sanitary standards set per working volume production area not less than $30m^3$, and the floor area of not less than $3m^2$

per person, based on the maximum number of concurrent shift. Since the area under consideration is the room of $60m^2$, room volume - $180m^3$ and the maximum number of concurrent (test specialists) - 3 people, then one had to work an area of $20m^2$ and the volume of production area – $60m^3$. These values correspond to the required parameters.[24]

Ergonomic requirements.

Personal computer type IBM PC is designed to meet the necessary requirements for ergonomics:

- It is possible to rotate the display in the horizontal and vertical planes.
- There is no rigid connection keyboard with display.
- It is possible to adjust the brightness and contrast of the display.
- Provides a convenient arrangement of buttons on the computer.
- Keyboard provides a convenient angle to the surface of the table – 150.
- Softness of keystrokes.
- HP 1100 printer series also meets ergonomic requirements:
- Beautiful design and soft colors.
- Convenient location of the control buttons.
- Simplicity and ease of changing the cartridge; - Small muscular effort at work.
- Workstations equipped with easy chairs that meet the requirements of O'z State Standard 12.0.001:2005. Seat height is not adjustable, as permitted norms.
- Desk operator has dimensions: length 1.25 m; width 0.7 m; height of 0.8 m, which corresponds to the requirements of State Standard 12.2.031-78. Surface height is not adjustable, which is also allowed by the rules.

24. GK Sagimbayev, ecology and economics. – Almaty: Karja-karazhat, 1997. P.11

The above features provide the minimum cost of muscular and nervous energy operator. Also provided is an efficient mode of work and rest, taking into account established psychophysical tensions labor dynamics of the functional state of the body's systems and performance, in addition provides strict observance regulated breaks.

To maintain normal health workers recommended duration of the monitor no more than 50% of the time, with continuous operation no more than 1.5-2 hours; break time -15 min.; and also during lunch break – 40 min. All of the above activities under the regime of work and rest followed.

Rational color design space aimed at improving sanitary conditions, improve its performance and security. Coloring industrial premises affects the human nervous system, mood, and also plays an important role in the organization of the lighting system. Painting walls is not irritating to the eyes and in harmony with the color of hardware.

3.2 Noise, vibration

Noise - any unwanted human sound. Loud noises in production reduces productivity by 40 - 60% and can cause an accident. According to O'z State Standard 12.0.001:2005 normalized noise characteristics of jobs at a constant noise is the sound pressure level in octave bands, expressed in decibels. The totality of these levels is called the limit spectrum of PS, the number of which is numerically equal to the sound pressure level in octave bands with center frequencies of 1000 Hz. Indoor 3 computers such as IBM PC and one laser printer. Noise emitted by computer, is about 10 dB, published printer - about 15 dBA. The printer is a source of "mechanical" noise caused by the paper feeding mechanism. Computer generates mainly aerodynamic noise caused by the movement of air in the cooling system of the machine. The total noise level, the resulting sound waves are amplified at each other in this room is 45 dBA, which is below the minimum level of 50 dBA.

Vibration – are mechanical oscillations of machines and mechanisms, which are characterized by such parameters as frequency, amplitude, vibrating speed, vibrational acceleration. Vibration generate unbalanced force effects arising from the operation of the machines. In the study of vibration effects on the human body must be considered that the oscillatory processes inherent in a living organism, primarily because they are in it constantly occur. The internal organs can

be seen as oscillating system with elastic links. Their natural frequencies lie in the range of 3-6 Hz. When exposed to external vibrations such person is the emergence frequency of resonance phenomena in internal organs that can cause injury, rupture of arteries, fatal. The natural frequencies of oscillations of the body in a prone position is 3-6 Hz standing – 5-12 Hz, chest – 5 to 8 Hz. Human exposure to such frequency vibrations depresses the central nervous system, causing anxiety and fear.

The impact of the production of vibration on the human causes changes in both physiological and functional state of the human body. Changes in the functional state of the organism manifested in fatigue, increasing the time the motor and visual reaction, violation of vestibular reactions and coordination. All this leads to a decrease in productivity.

Light

Illumination – light value is equal to the ratio of luminous flux incident on a small section of the surface to its area.

Light is essential for humans, providing a link with the environment.

Speaking of light sources, there are two basic types of lighting:

• - natural;

• - artificial.

Natural light creates a light source of a natural character. Its characteristics are, first of all, depend on the time of day, but also determined and the geographical location of the area, time of year and the state of the atmosphere.

Natural lighting is necessary for a person physiologically and most favorable. However, it can not fully ensure its normal functioning. Because of this, even in ancient times, people have begun to look to it addition – artificial lighting.

Today, as an artificial light sources, as a rule, are the incandescent lamps, fluorescent lamps or light sources that use LEDs.

Calculate general lighting with fluorescent lamps in cabinet width A m and a length B, height H m, m whitewashed ceiling pn = 70%, the walls are bright with no curtained windows pn = 50%. With small dust discharge, smoke, soot.

Required illumination on norms – Yong lux.

Accept lamp diffuse direct light dimmer grilles (15, 0) with fluorescent lamps DS – 30 having the light output F3 = 1160 lm.

Notes to the problem.

$Fl = En \cdot K \cdot S \cdot Z / N \cdot \eta$, lm

where: Fl – light output of each lamp in lumens;

En – normability illuminance in lumens;

K – factor of safety / K = 1.5 from Table With fluorescent lamps /;

S – the floor area in m^2;

η- ratio of luminous flux, t. e. the ratio of flux incident on the working surface to the total flux of all lamps is dependent on p_n flow reflectance walls pc, the value index premises 1, taking into account the geometry of the room (the value is taken from the table. H = 41);

Z – average luminance ratio to the minimum: Z = 1,15 ÷ 1.2

1. Determination of the index premises (premises code).

$I = S / h \cdot (A + B)$

where S – the floor area in m2; A – the width of the room, m; B – the length of the room, m; h – the calculated height (distance from the luminaire to the working surface), m.

Condition of the case:

Determine the minimum thickness of the screen and the length of the pipe at the handle of the shielding radiator (diameter of the control panel - D) from the permitted radiation.

Delivered values:

W=19, I (A)=60, F (Гц)=$4*10^8$, T (ч)=4, D (м)=$4*10^{-2}$, R (м)=2, r(м)=10^{-1}

μ =1, μ_a (Гн/м)=$1{,}2\cdot10^{-6}$, γ(1/Ом·м)=$5{,}7\cdot10^{-7}$, ε=7.5

Extraction mode:

The magnetic field H magnetic field R can be calculated using the following magnitude (in the absence of shielding):

(1)

$$H=\frac{W\cdot I\cdot r^2}{4\cdot R^3}\beta_m, A/м,=$$

here β_m – R/r relative coefficient (R/r> 10да β_m=1).

If R is the following conditions (2)

$$R>>2\pi, R>>r^2/\lambda,$$

then the wave zone will have a place, the effectiveness of the field effectiveness (3)
based on the radiation density (NOZ) will be assessed.

$$\delta=377\cdot H^2/2, Bm/м^2,=$$

The NOZvalue is calculated by the following expression: (4)

$$\delta_{рух}=N/T=$$

Here **N=2 Вт·соат/м^2** ,T- radiation time, hour

The required reduction of the electromagnetic field is calculated using the (5)
following formula:

$$L=\delta/\delta_{рух},=$$

It is possible to calculate the thickness of the screen, which provides the electromagnetic field of the metal substrate:

$$\delta=\frac{\ln L}{2\sqrt{\omega\mu_a\gamma/2}},=$$

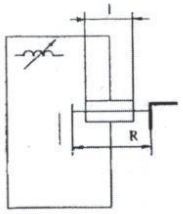
(6)

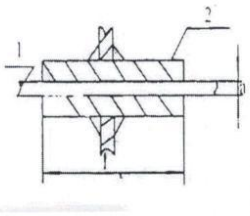
here ω- angular frequency,1/T;μ_a- absolute magnetic absorption, Гн/м; γ - electrical conductivity, 1/Ом·м.

$$\mu_a=\mu_o\cdot\mu= \tag{7}$$

here $\mu_o = 4\pi\ 10^{-7}$ **Гн/м**- magnetic constant; μ- absolute magnetic extraction of the environment.

The control handle is exhausted by means of a waveguide (when it is dielectric) or a coccial (metal sterile) line and a wall-mounted pipe. Figure 2 shows the exterior of the controllable dielectric sterjen 1 which is located inside the metal tube 2. This design can be seen as a waveguide.





1–picture The thickness of the screen and the length of the handle

2–picture. Release of the control handle

Removal of 1m length of the waveguide is calculated by the following expression:

$$\alpha=\frac{32}{D\sqrt{\varepsilon}},\partial Б/м,= \tag{8}$$

wherein D is the diameter, m; Relative dielectric absorption of E-stergen;

Display material: steel = 200; mism = 1; sterjn material: getinax e = 7; textolite e = 8; ebonite e-3; glass textolite e = 7.5.

The required length of the tube is calculated using the following expression:

$$l=\frac{10\lg\cdot L}{\alpha},м,= \tag{9}$$

Find results by means of:

1. $H = \frac{W \cdot I \cdot r^2}{4 \cdot R^3} \beta_m, A/м = \frac{19*60*10^{-2}}{4*8} = 0.35625 \frac{A}{м}$

2. $\delta = 377 \cdot H^2 / 2 = 377 * 0.07125^2 / 2 = 23.9, Bm/м^2$

3. $\delta_{ryx} = N/T = 2/4 = 0,5$

4. $L = \delta / \delta_{ryx}$, =23,9 /0,5=47,84

5. $\delta = \frac{\ln L}{2\sqrt{\omega \mu_a \gamma / 2}} = 1.37*10^{-4}$

6. $\alpha = \frac{32}{D\sqrt{\varepsilon}} = \frac{32}{4*10^{-2}\sqrt{7.5}} = 3*10^{-2}, дБ/м,$

7. $l = \frac{10\lg \cdot L}{\alpha} = \frac{10\lg 47.84}{3*10^{-2}} = 0.05, м$

Result: Minimum thickness of the screen should be equal to $\sigma = 1{,}37 * 10^{-2}$ and the length of the pipe $l=0,05$ м meters.

SUMMARY

During the preparing this final qualification work I released, Germany is one of the best country that, education closely integrated with technology. Follow I present several factors that you will find reason why Germany attract students to study there:

top quality: German universities offer excellent teaching and research, ranking among the best in the world. You will earn an internationally renowned degree, giving you excellent prospects on the global labour market.

Geared to practice: German universities provide outstanding academic programmes, while universities of applied sciences offer a range of attractive, practice-oriented options. Many study programmes combine theory and practice. This will greatly facilitate your career start.

P***otential unlocked:*** In Germany, you can make the most of yourself. Here you can develop your intellectual abilities and personal skills freely and reach your full potential. If you are out to achieve great things, you will find determination, motivation and commitment open many doors – both during your studies and after your studies.

***Safe country*:** In comparison with other countries, Germany is a safe country. In town or in the countryside, by day or by night, you can move around freely here. Germany offers economic and political stability, which makes it an ideal place for you to study.

Diversity: Discover the beauty and diversity Germany has to offer! When you take time off from your studies, there are 1001 ways of finding out more about your host country. For example, you can go to a museum, a cinema or a theatre,

you can sit in a beer garden, you can go for a walk on a beach, you can swim in a lake, climb a mountain or visit an old castle.

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