Summary of Recommendations
Mini-Program Review Committee
IES Abroad Berlin Metropolitan Studies Program
March 12-14, 2012

- Enhance content/integration of field study with courses
  - Have Berlin faculty participate in long field study so that they understand what is happening on that field study
  - Have Berlin faculty on field study to lead academic portions
  - Have Berlin faculty do lectures/discussions via Skype during field study (faculty in Berlin) with the on-site faculty
  - Have fewer lectures in Paris – replace with more time on field study that integrates lectures/academic content
  - Consider the added value of new/different locations for field study (e.g. replace Paris with Istanbul? consider a weekend trip to Riga or Tallinn?) based on curriculum content

- Better integrate courses with each other
  - Have faculty “brainstorm” how they can integrate materials/content among their courses

- Keep variety of teaching styles (American vs. German) but help students to bridge gaps in styles
  - Include in pre-departure materials about differences in teaching styles (German vs. American)
  - Model differences in teaching styles during orientation
  - Make students proud to work with cultural differences (American vs. German in classroom plus German vs. Russian on field study)
  - Encourage faculty to use more comparisons with American situations/experiences so that students can better relate to the relevance of a given issue

- Additional faculty development
  - Have retreat for faculty to work together on integrating courses, sharing tips on teaching
  - Give more time for classes (e.g. longer term)
  - Consider different timing of spring term (e.g. end January to mid- or end of May)
  - Ask teaching award winners to give presentation(s)/advice to other faculty
  - Give faculty information about student backgrounds (e.g. majors/minors, language levels) for faculty to prepare their teaching appropriately

- Give students more tools to be successful academically
  - Add more background on history of Berlin/Germany during orientation and/or near beginning of term
  - During orientation/early in term, give students guidance & guidelines for doing presentations, writing papers, reading articles
    - Have faculty reinforce this in classes
- Provide handouts
  o Have language intensive at beginning of program & place students in language classes based on results of intensive
  o See if a way can be found to give students more opportunities to study language (e.g. add a conversation course, practica with German students from the Humboldt)
  o Have staff or student assistants accompany students to international student club
  o Reinforce possibility for students to have language partners
  o Be redundant with information – provide it during orientation & then during term when it is relevant (e.g. when Humboldt term starts)
  o Provide neighborhood walking tours based on where students live, to show them libraries, popular restaurants, cheap grocery stores

- Marketing
  o Make program marketing specific about what students will get from the program
  o Do market research in forward-looking architecture schools about an architecture program – what will appeal to students & give them real value
  o Be more clear about services when student initiative is required (e.g. language partners)

Additional Recommendations:
- Strongly suggest having class on Monday morning
- Throughout term, reinforce with students requirements to attend classes, attend orientations, arrive on time, etc.
- Teach Politics of Remembrance during the academic year
- Teach a course on Sustainability
- Offer a content course in German
- Add meetings with more young artists, musicians to help students understand these artists/musicians are in Berlin
- Consider the merit of a simply-structured opportunity for students to share presentations at the end of the term