



iu

INTERNATIONAL
UNIVERSITY OF
APPLIED SCIENCES

ANNUAL

ACADEMIC REPORT

2023

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IU INTERNATIONAL

UNIVERSITY OF APPLIED SCIENCES

ANNUAL REPORT 2023

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EDITORIAL

Dear reader,

As a higher education institution with a clear commitment to digital educational technologies, we have recognised the opportunities for personalised and efficient learning experiences early in the use of artificial intelligence (AI) and have encouraged students to use AI tools such as ChatGPT in an academic context. This includes the learning app “IU Learn” as well as the IU-developed personalised AI study assistant, “Syntea” (page 19). Syntea takes into account the learning pace of the students and adapts to their learning rhythm. In addition, Syntea keeps track of the students’ learning progress, allowing them to identify and close their knowledge gaps more efficiently. With the in-house AI learning tool Syntea and AI elective subjects offered in all programmes since autumn 2023, IU International University of Applied Sciences (IU) consistently pursues the goal of best preparing its students for future professional and societal challenges.



Insights into challenges such as strengthening democracy, increasing use of AI, and reducing educational barriers can also be found among the research projects at IU, for example in the Research Centre for Radicalisation Research and Prevention in Essen (page 28), the Research Incubator AI Ethics (page 29), or the joint project “First-generation students as the target group of private universities – forms and conditions of organisational support” (page 24). Since the establishment of the Pro-rectorate for Research and Transfer in 2021, IU has continuously expanded its research conditions and recently optimised them with the revision of the research concept and the personnel expansion of the research department (page 22). The acquisition of third-party funding alone amounted to over four million euros in the past two and a half years. The number of publications and conference contributions is at an all-time high. All those involved deserve recognition and thanks for their tireless effort and great commitment. For further interesting insights into the research field, I recommend reading the IU Research Report (iu.de/en/research/publications )

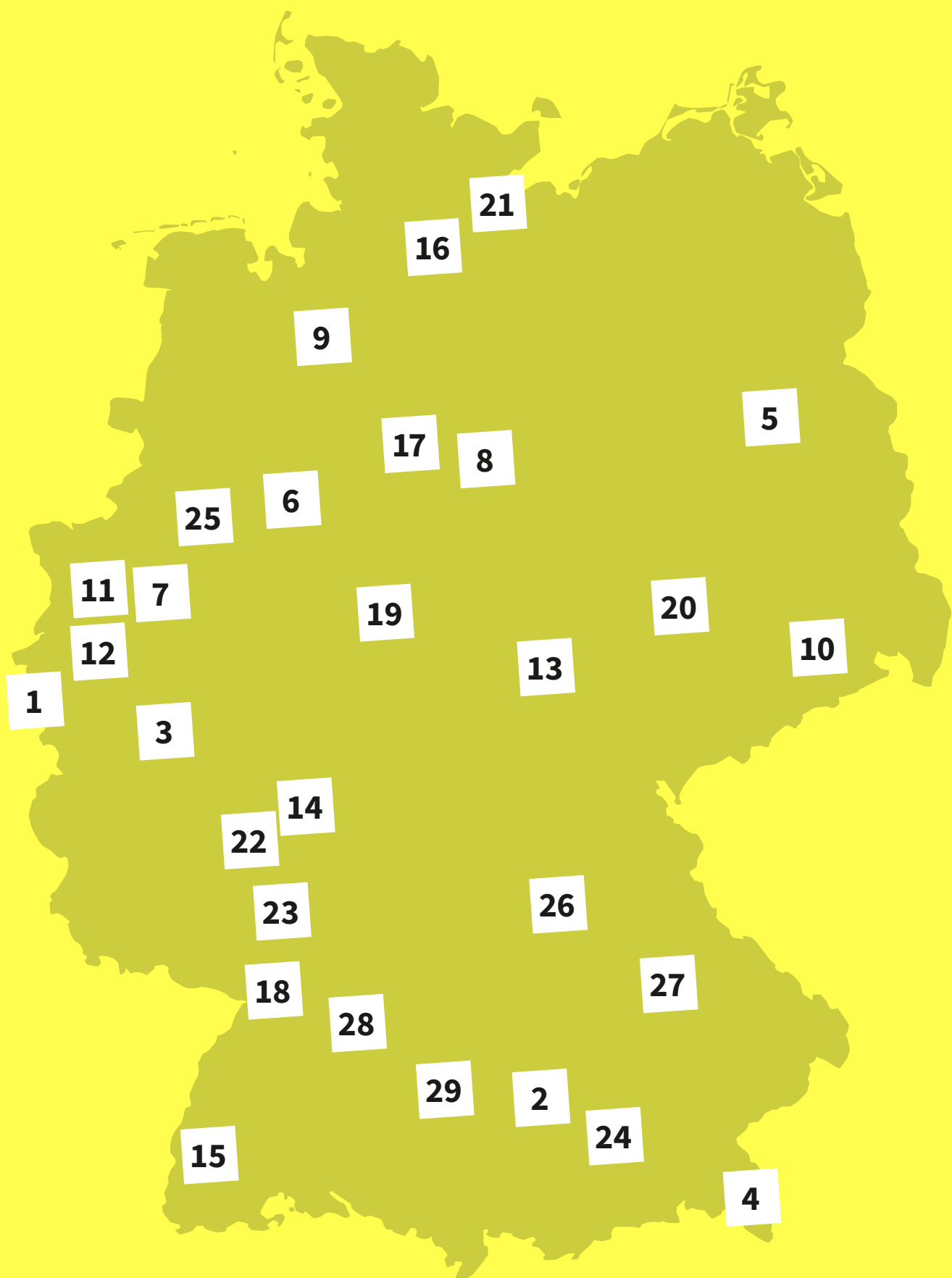
The commitment to sustainability has been firmly anchored in the consciousness of IU for years – whether through the promotion of diversity and inclusion (page 57) within the university of applied sciences’ community, the expansion of relevant study programmes and focuses, or the facilitated access to education for less educated and socially disadvantaged people around the world (page 49). We are proud of the diverse and inclusive culture at IU, which always puts people at the centre of its actions. We continue to follow our vision of enabling as many people as possible to live self-determined lives through education: Everybody can access education to grow.

Sincerely,

Prof. Dr Holger Sommerfeldt

Rector IU International University of Applied Sciences

AT A GLANCE



Over

35

locations and over 45 examination centres in Germany, Austria, and Switzerland

Over

15.000

cooperations with corporate partners/practice partners

Over

110.000

students

Students
of over

170

different
nationalities

Over

250

study programmes

LOCATIONS

1. Aachen
2. Augsburg
3. Bad Honnef
4. Bad Reichenhall
5. Berlin
6. Bielefeld
7. Bochum/Dortmund/Essen/ Wuppertal
8. Braunschweig
9. Bremen
10. Dresden

11. Duisburg
12. Düsseldorf/Cologne
13. Erfurt (headquarters)
14. Frankfurt am Main
15. Freiburg
16. Hamburg
17. Hannover
18. Karlsruhe
19. Kassel
20. Leipzig

21. Lübeck
22. Mainz
23. Mannheim
24. Munich
25. Münster
26. Nuremberg
27. Regensburg
28. Stuttgart
29. Ulm
30. Virtual Campus

Study programmes planned from winter semester 2023/24 in: Bonn, Kiel, Magdeburg, Potsdam, Rostock, Würzburg.

FACTS AND FIGURES

STUDENTS BY STUDY FORMATS

Online and blended students

83%

Campus students

17%

STUDENTS BY ACADEMIC DEGREES

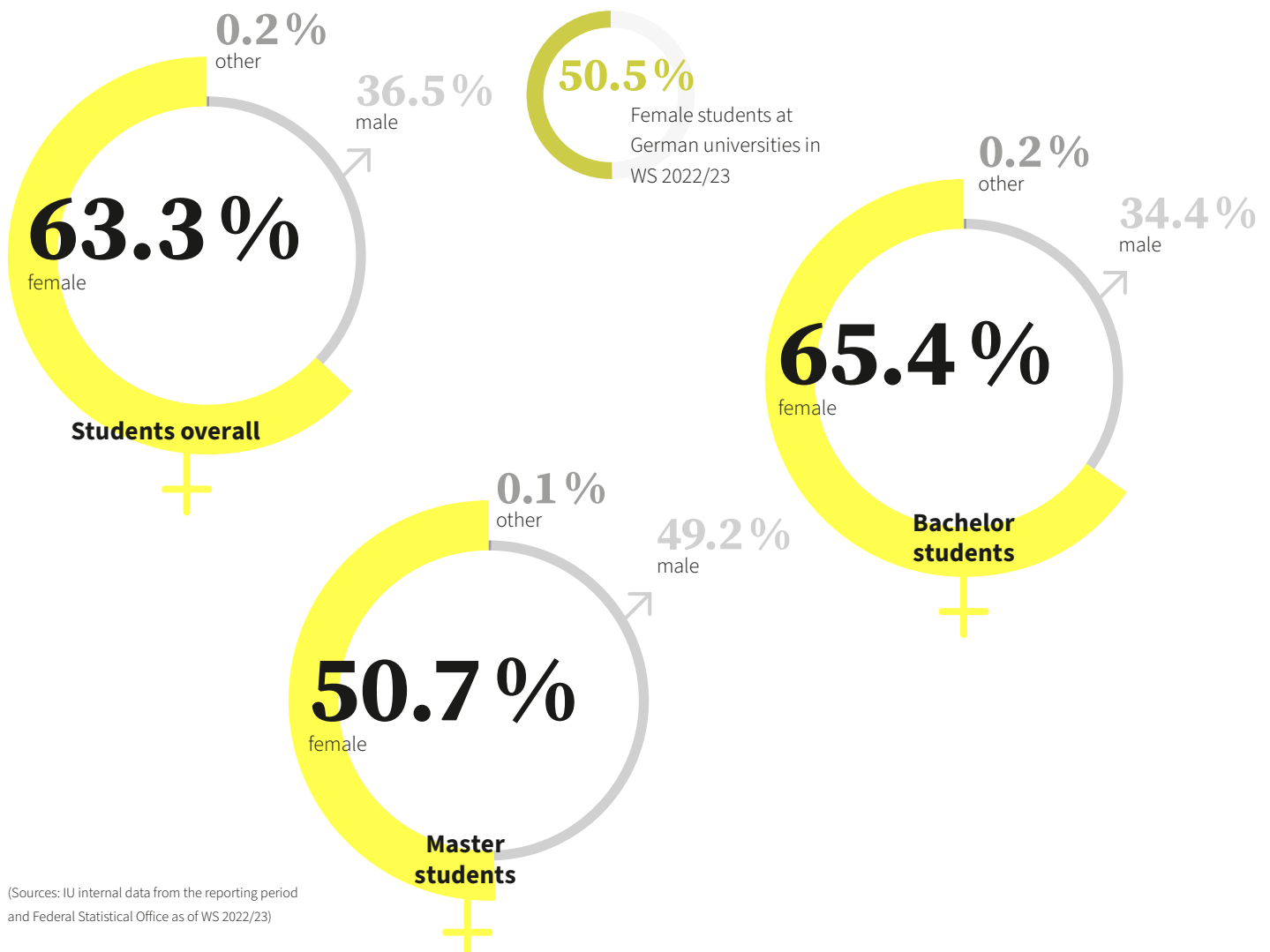
Bachelor students

85.4%

Master students

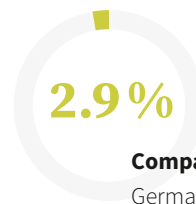
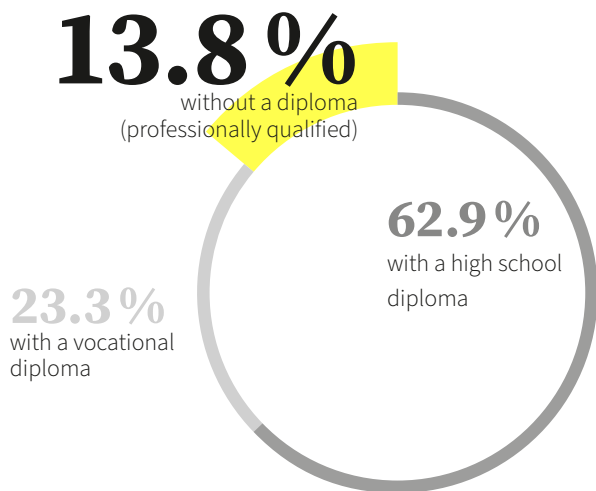
14.6%

GENDER DISTRIBUTION OF STUDENTS



(Sources: IU internal data from the reporting period and Federal Statistical Office as of WS 2022/23)

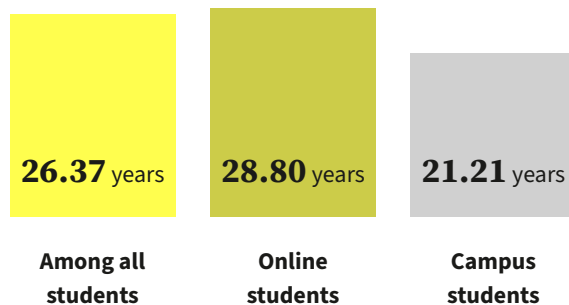
NEW STUDENTS BY SCHOOL-LEAVING QUALIFICATION



Comparison figure: 2020, new students in Germany without a high school diploma

(Sources: IU internal data from the reporting period and Stifterverband, Higher Education Report 2020, final report)

AVERAGE STUDENT AGE



NUMBER OF PERMANENTLY
EMPLOYED PROFESSORS

656

♀ 256

♂ 400

In the summer semester

39 %

female professors

28 %

Comparison figure:
female professors at
German universities
overall in 2022

PERCENTAGE OF PROFESSORS WITH A
FOCUS ON IT & TECHNOLOGY AMONG
ALL PROFESSORS AT THE UNIVERSITY
OF APPLIED SCIENCES IN THE SUMMER
SEMESTER 2023

14.6 %

Summer
semester 2023

PERCENTAGE THEREOF FEMALE
PROFESSORS WITH A FOCUS ON IT &
TECHNOLOGY IN THE SUMMER SEMESTER
2023

19.8 %

Summer
semester 2023

TEACHING

NEW STUDY PROGRAMMES

AT IU

The new teaching mission statement describes the flexible and continuously expanding presencial, online, and blended learning programmes that IU International University of Applied Sciences (IU) offers as study programmes that are adapted to the needs of students and prepare them for the challenges of the future job market.

As in previous years, IU has seen the largest increase in its study programmes in the field of IT & technology. While the dual study programme was supplemented with the programmes Digital Engineering and Maschinenbau in October 2022, 14 new IT programmes were started in the online study format throughout the academic year 2022/23, including seven in an English-language variant. Bachelor's study programmes such as AR/VR/XR Development & Design, Angewandte Künstliche Intelligenz, and Umweltingenieurwesen are designed to impart future-oriented skills to students.

With a focus on digitisation, the portfolio in the fields of business and management was expanded with twelve new study programmes in the academic year 2022/23, including bachelor's programmes such as Digitale Betriebswirtschaftslehre and FinTech, as well as master's programmes such as Digital Business Management and English-language programmes such as Digital Innovation and Intrapreneurship. In addition to other current challenges such as the shortage of skilled workers, digital transformation also plays a major role in the healthcare industry.

IU responds to this with the new master's programme in Public Health; the bachelor's programmes in Digital Health and Physician Assistant will also be added in the winter semester of 2023/24.

Nearly 45% of the study programmes launched in the academic year 2022/23 are English-language offerings. In the future, the university of applied sciences plans to attract more international students by expanding its range of programmes in Spanish.

TOP 10

Study programmes

2023

1. Soziale Arbeit (B.A.)
2. Psychologie (B.Sc.)
3. Betriebswirtschaftslehre (B.A.)
4. Mediendesign (B.A.)
5. Master of Business Administration (MBA)
6. Wirtschaftspsychologie (B.Sc.)
7. Kindheitspädagogik (B.A.)
8. Gesundheitsmanagement (B.A.)
9. Wirtschaftsinformatik (B.Sc.)
10. Tourismusmanagement (B.A.)

2022

1. Soziale Arbeit (B.A.)
2. Psychologie (B.Sc.)
3. Betriebswirtschaftslehre (B.A.)
4. Wirtschaftspsychologie (B.Sc.)
5. Mediendesign (B.A.)
6. Master of Business Administration (MBA)
7. Gesundheitsmanagement (B.A.)
8. Tourismusmanagement (B.A.)
9. Kindheitspädagogik (B.A.)
10. Wirtschaftsinformatik (B.Sc.)

“TEACHING THAT CONNECTS!”

A MISSION STATEMENT

FOR TEACHING AT IU

INTERNATIONAL UNIVERSITY

OF APPLIED SCIENCES

What connects educators and learners at IU International University of Applied Sciences (IU) in education and teaching? What are the key values that define good teaching for them? The new teaching mission statement gives a sense of direction with its slogan “Teaching that connects!”, which was adopted in May 2023. Since then, it has become binding for all members of the institution and is reflected in the curricula of the study programmes.

In the winter semester of 2022/23, a project group convened by the rectorate and led by Prof. Dr Anastasia Hermann, Pro-rector for Quality of Teaching, began its work. In an exploratory phase, previous projects on exploring factors of enthusiasm in studying and learning motivation were evaluated, and evaluation results focusing on the teaching mission statement were examined. This was followed by a participatory development process involving educators, students, and other members of the university of applied sciences.

SURVEY AND WORKSHOPS: DEVELOPMENT THROUGH PARTICIPATORY PROCESS

In the spring of 2023, a survey on all IU professors' understanding of good teaching was conducted, with a total of 370 professors participating. As a result, they particularly appreciate the flexibility, student-centredness, and practical

orientation of teaching at IU. The results of the exploratory phase, including the previous projects, evaluations, and the survey of educators, were consolidated by the Pro-rector Quality of Teaching and then incorporated into five workshops with students, educators, and other members of the university of applied sciences. The workshops discussed, defined, and supplemented the core dimensions (see figure).

As a result, the involved groups reached a consensus on a communal, universally applicable teaching mission statement, which was adopted by the rectorate and senate in early May 2023. “Developing a teaching mission statement is a challenge in multiple ways: Such a document should be valid for everyone at the institution, inspire as many people as possible, and highlight the institution's unique characteristics,” explains Prof. Dr Anastasia Hermann. “Accordingly, we approached the project in a diverse

way: A broad quantitative basis, in-depth qualitative analysis, and intensive discussions involving very different personalities allowed us to examine teaching from various perspectives and create a teaching mission statement that connects everyone at the university of applied sciences,” she further explains. The teaching mission statement was communicated to all university of applied sciences members and integrated into the target systems of quality management and programme development.

SIX CORE DIMENSIONS OF THINKING AND ACTING AT IU

“It is important not to focus on our differences, but on what connects us,” says Prof. Dr Sarah Jesse, IU professor of Soziale Arbeit and workshop participant. Following the slogan “Teaching that connects!”, the teaching mission statement describes the core dimensions and values that guide the institution in the

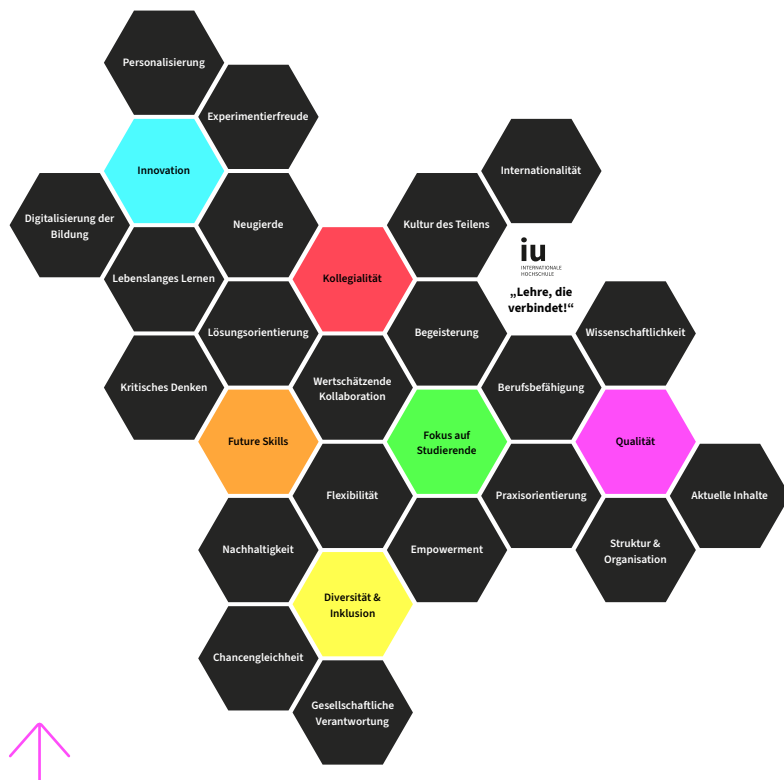



Figure: “Teaching that connects” – A teaching mission statement for IU International University of Applied Sciences.

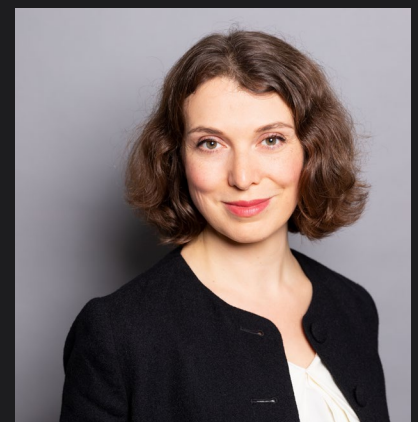
planning, implementation, and further development of study and continuing education programmes. Thinking and acting in studying and teaching at IU focus on six core dimensions:

- **Focus on students** – “Studying your own way”
- **Quality** – “Advantage through quality”
- **Future skills** – “Prepared for the future”
- **Innovation** – “Open to new things”
- **Diversity and inclusion** – “Celebrating diversity”
- **Collegiality** – “On a mission together”

The complete IU teaching mission statement, including its core dimensions, can be found here: iu.de/hochschule/qualitaet/leitbild-lehre .

PROF. DR ANASTASIA HERMANN

is an IU professor of Personalmanagement. Her areas of focus include recruiting, employer branding, and leadership. Since 2021, she has also been a member of the institution’s rectorate as the Pro-rector for Quality of Teaching, where she oversees the central academic quality management. Together with the team of the pro-rectorate for Quality of Teaching, she coordinates academic processes, evaluation of study programmes and teaching, as well as quality assurance measures in the accreditation procedures.



PROF. DR SARAH JESSE

has been a professor of Soziale Arbeit in dual studies since April 2022. Her research focuses on deviant behaviour and criminality. In addition, Prof. Dr Sarah Jesse is involved in the onboarding process for new teachers, and offers micro trainings, question rounds, and workshops as part of the onboarding.



NEW TOURISM CONCEPTS FOR THE AHR TAL VALLEY

TWO YEARS AFTER THE FLOODS,

IU INTERNATIONAL UNIVERSITY OF

APPLIED SCIENCES (IU) STUDENTS

ARE GIVING THEIR ALL FOR NEW GUESTS

In an interdisciplinary project, 50 students and four professors have developed tourism concepts that can also serve as a blueprint for other regions. IU is driving forward the increasingly important crisis management among tourism professionals.

A tidal wave and flooding in the Ahrtal/Germany destroyed an entire region on July 14 and 15, 2021, including its tourist infrastructure. Now, 50 IU students from the fields of Tourism-, Eventmanagement, and Food Management have developed tourism concepts that will lead the Ahrtal valley out of the crisis as a tourism region and make it attractive for guests again. The interdisciplinary projects of IU students and the professors Dr Margit Böltz, Dr Peter Neumann, Dr Felix Wölflé, and Dr David Rempel, who come from the IU campuses in Cologne, Düsseldorf, Dortmund, Münster, Frankfurt a.M., and Nuremberg, among others, are also intended to serve as a blueprint for other crisis-prone tourism regions.

The IU's project demonstrates how important crisis management is in modern tourism and that tourism professionals in the future must increasingly deal with topics such as extreme weather events and their consequences.

A FESTIVAL, A NEW BRIDGE, AND A WAVE MACHINE

From an Ahrtal festival on the airfield to the Ahrtal Charity Rally to the YogAHR weekend – the proposals of the IU students are highly diverse. They are intended to emphasise the advantages of the region and at the same time create new incentives for visiting the previously popular tourist region.

The students also considered the geographical conditions: Under the name “Ahrtopolis”, a suspension bridge is to be built on an unfinished railway line. The four former bridge piers in the Adenbach valley are to be expanded with different hanging elements. With a focus on the unique features of the Ahrtal – wine, water, and nature – it would be an ideal addition to the

existing hiking opportunities on-site.

Another idea is to build a wave machine in the Ahr river. The first stationary wave in the western part of Germany is intended to make the Ahrtal especially attractive for younger people. The water sports attraction offers potential for an entire recreational park, including surfboard rentals, gastronomy, and camper pitches. The measure benefits not only tourists but also sports enthusiasts among the locals.

In addition to these major projects, the IU students' proposals also include short-term measures. These include, for example, a regional and sustainable dining concept called “So is(s)t Ahrtal” as a guiding principle for all gastronomic establishments or an interactive flood hike that teaches people about the historical natural disaster. The focus is always on the region and the changed conditions after the floods.

“Through close cooperation with local businesses, we have gained valuable insights into the needs of the tourism industry in the Ahrtal and have developed high-quality proposals as a result,” says Prof. Dr David Rempel, academic site manager of the IU in Nuremberg and Regensburg and professor of Tourismusmanagement and events. “The ideas developed by our students reflect the innovative power and creativity of our institution and serve as inspiration for other crisis-stricken regions.”

The IU uses the results of the projects, among other things, to further improve its study programmes and promote practical and interdisciplinary exchange. The leading role in linking theory and practice in the fields of tourism, event, and food management is to be further expanded.

FROM TOURISM MANAGERS TO CRISIS MANAGERS

In view of rising temperatures and increasing extreme weather events, tourism experts have to be more than professionally well-equipped. The effects of the flood disaster in the Ahrtal have shown how important effective crisis management and an innovative approach to finding solutions in tourism are. With their projects, IU students have developed a new perspective on Ahrtal tourism. The interdisciplinary approach and the resulting concepts show how an educational institution can not only benefit its students but also advance entire regions.

“We are proud that IU and its students are acting as pioneers in crisis management and serving as inspiration not only for the Ahrtal but also for other crisis-stricken areas,” says Prof. Dr David Rempel. “More and more regions are affected. Popular destinations, such as Northern Italy, are alternately plagued by extreme droughts and heavy floods – and the same fate awaits us. Therefore, active crisis management is needed in all tourism-related areas now and in the future. That is exactly what we teach at IU from the first semester onwards.”

ABOUT THE PROJECT

As part of an interdisciplinary project, 50 dual studies students from IU International University of Applied Sciences in the fields of Tourismus-, Event and Food Management worked together with their professors and local tourism providers to develop new concepts to overcome the tourism crisis in the Ahrtal. The students gained insight into the existing offerings, the conditions after the flood, and the local sentiment through discussions and qualitative analyses. The concepts are the result of close collaboration between the students, IU International University of Applied Sciences, and the local partners in the Ahrtal. The project was financed by the Kreissparkasse Ahrweiler, and two projects have already been implemented and marketed.

From left to right: Guido Mombauer (KSK Ahrweiler), Prof. Dr David Rempel, Prof. Dr Margit Bölts, Prof. Dr Felix Wölfle, Prof. Dr Peter Neumann.



TYPOGRAPHY WORKSHOP

“DISCOVERING FONTS IN THE ULM PRINTING SHOP”

Work for one day as people did in old times: It's hardly imaginable in the digitised world today, but for centuries it took a lot of time and patience to produce a book. Bachelor's students of the study programme Mediendesign at IU International University of Applied Sciences (IU) were able to experience how books were made for centuries in Ulm.

Compared to today, the effort was enormous and very time-consuming: To produce a book, individual letters or characters were hand-cast in the letterpress process for centuries, and then assembled to create a readable page. The typesetter was responsible for setting the individual letters and spaces, taken from a type case, in a way that resulted in a finished printing form. A lengthy and intricate process that required care and experience. As part of a one-day typography workshop with the Ulm Printing Shop, the Association for the Maintenance of Historical Printing Processes, students of the dual bachelor's programme in Mediendesign at the campus in Ulm had the unique opportunity, under the guidance of Prof. Michael Heilgemeir, to gather hands-on and design experience in the field of letterpress and relief printing.

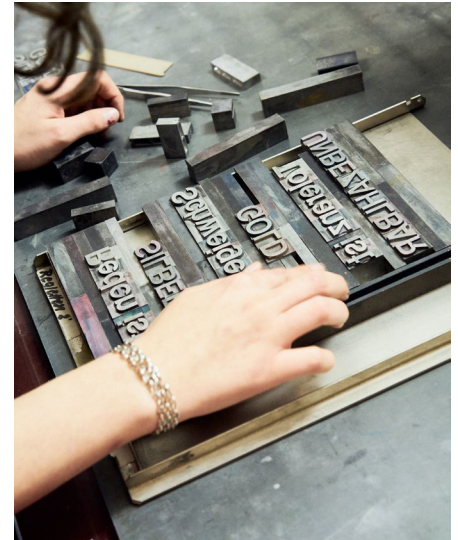
In the modules “Typografie: Schrift entdecken” (“Typography: Discovering Fonts”) and “Designgrundlagen: sehen und verstehen” (“Design Basics: Seeing and Understanding”), students, under the expert guidance of Karl-Ernst

Fetzer, a member of the board of the Ulm Printing Shop, reinforced by three trained and highly experienced typesetters, delved deep into the world of letterpress. They went through all the processes involved in letterpress, from selecting fonts to actual setting work and creating their own proofs.

What made this workshop remarkable was not only the professional expertise but also the opportunity to work on machines, some of which come from the historical collections of the Ulm School of Design (HfG) under Otl Aicher. These machines not only hold a rich history but also symbolise the evolution of typography from the beginnings of letterpress through the era of phototypesetting to the digital desktop publishing (DTP) era. DTP refers to the process of designing publications such as magazines, brochures, or flyers directly on a computer and preparing them for printing. This involves formatting text, placing images, and designing layouts, all using software tools. This allows for efficient and precise creation of print media, from traditional methods like

letterpress to the modern digital era of desktop publishing. Prof. Michael Heilgemeir is a big fan of the excursion that provides practical insights into the history of book printing:

“We are already looking forward to further collaboration and the joint projects planned for the next semester with the Ulm Printing Shop. It is inspiring to see how the combination of tradition and innovation in the world of typography enriches the creativity and knowledge of our students.”



“

I REALLY ENJOYED WORKING WITH THE PRINTING SHOP BECAUSE I FIND ANALOGUE PRINTING INTERESTING COMPARED TO TODAY'S TECHNOLOGY, AND I BELIEVE IT IS IMPORTANT TO PRESENT THE TOPIC IN AN APPEALING WAY TO THE YOUNGER GENERATION AND TO INSPIRE MORE PEOPLE FOR IT. THE IMPLEMENTATION WAS ALSO EXCITING AND QUITE DIFFERENT FROM THE OTHER PROJECTS THAT ARE USUALLY PART OF THE STUDY PROGRAMME MEDIENDESIGN.

Tamara Miller, student Mediendesign

SYNTEA

YOUR PERSONAL AI STUDY ASSISTANT AT IU

As a pioneer in digital education, IU International University of Applied Sciences (IU) invests in educational technologies to continuously improve the quality of teaching and provide students with the best possible personalised learning experience. For years, IU has actively used digital learning tools in teaching. Since 2021, IU students can use the self-developed study app IU Learn and access thousands of digital study scripts and videos.

To offer students from around the world the best possible personalised education, IU began early on to develop its own Artificial Intelligence (AI)-based offerings based on cutting-edge technologies such as language models (LLMs) and GPT. These form the basis of the Syntea project.

Syntea is a highly advanced, personalised AI learning companion that caters to the needs and preferences of learners. Syntea provides individual answers to learners' questions about the course material, which are verified by instructors within a short time. The AI learning buddy considers the students' learning pace and adjusts to their rhythm of learning. In addition, the AI keeps track of students' learning progress through questions, allowing them to identify and fill knowledge gaps more effectively.

After being introduced in all English-language online courses in November 2022, German-speaking students have also been benefitting from AI-supported learning assistance since early September 2023. Syntea is available in more than 1,100 online courses since September. In addition to academic teaching, Syntea presents itself as a valuable optional add-on for students.

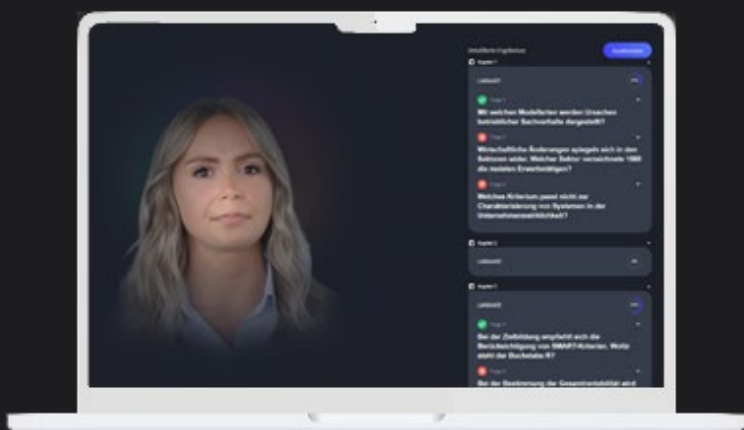
In addition, from October 2023, elective courses in the field of AI will be offered in all programmes to best prepare students for the demands of the future job market.

IU's future-oriented approach is based on the vision of making education accessible to all and fostering personal growth. To realise this vision, IU is reinventing education and adapting its programmes to meet the needs of students. Key elements of IU's educational strategy include digital learning formats and educational technologies, flexible study models, and personalised learning experiences. The AI-based technology Syntea is the next step in this development, enabling students to learn both individually and efficiently. With Syntea, students can quiz their knowledge, prepare for exams, and identify areas where they need to catch up on their studies. In the future, Syntea will be able to do much more: For example, students can engage in learning dialogues or develop skills that will be in demand on the job market. The advantage: Syntea is available for all students at IU for free, 24 hours a day, seven days a week.

WHAT SYNTEA CAN DO

Syntea is one of the first AI solutions worldwide to offer AI-based learning at such a high level. This includes the underlying generative AI technology, the extensive functionality, the high technical development level, the advanced and intuitive user interface, and scalability for a large and linguistically diverse user base.

Syntea can understand questions formulated in everyday language by students and automatically provide the correct answers within seconds. The study assistant uses Natural Language Processing (NLP) to understand and reproduce words in the same way humans do. Through access to a constantly growing database, Syntea learns independently and refines its ability to answer complex questions comprehensively.



Students at IU can access Syntea through the IU Learn study app when they open the corresponding course book. IU plans to soon provide Syntea for the iOS version of IU Learn, allowing students to take advantage of Syntea directly in the app on their iPad or iPhone.

In the current version of Syntea, IU students can use the following services: Syntea Q&A and Pre-Assessment: Q&A provides students with verified answers to their individual questions from the textbook around the clock, enabling flexible learning. Pre-Assessment is an AI-based assessment mechanism that students can complete at the beginning of a course or intermittently to get an overview of their knowledge.

More services by Syntea are in development and testing, such as the Socratic Dialogue, where students can engage in a natural dialogue with Syntea to gain insights through targeted questions. The Future Skills service offers students the opportunity to choose from a range of individual courses focusing on skills demanded in the future job market.

Syntea is intended to be expanded into a continuous learning companion – a personalised learning buddy – that actively encourages students to pursue their learning goals. This can be achieved, for example, through personal dialogue, follow-up questions, and proactively addressing knowledge gaps, which increases learning motivation and therefore success. At the same time, it should be a solution that can seamlessly interact on any device and in any learning situation or environment.



Language models like GPT (Generative Pre-trained Transformer) are technologies that are trained on large datasets to understand and generate natural language. GPT enables intelligent text processing, from conversations to creative content. These models are particularly advanced in the field of Artificial Intelligence and natural language processing.



Artificial Intelligence (AI) is a subfield of computer science that encompasses all efforts aimed at making machines intelligent. Machine learning plays a central role by allowing AI systems to learn from experiences and continuously improve. Neural networks, inspired by the structure of the human brain, are a fundamental component of machine learning. Natural Language Processing (NLP) enables AI to understand human language and reproduce language as spoken by humans. Additionally, technologies like computer vision and expert systems are essential components that interpret visual information and solve complex problems.

“Syntea is one of the first solutions worldwide to offer AI-based teaching at a high level and across many programmes. This includes both the underlying generative AI technology and the dialogue-based, natural interaction with Syntea. As a personal study assistant, Syntea efficiently guides our students through their studies and considers their needs,” says Quintus Stierstorfer, Director of Synthetic Teaching at IU, who is primarily responsible for the development of Syntea.

TEST RESULTS FROM STUDENTS – FIRST-HAND EXPERIENCES

Students appreciate the support Syntea provides. They indicate that through Syntea, they can better understand the course material and ask relevant questions. The exam-validated answers are a valuable tool for deepening their knowledge. The Pre-Assessment helps students check their level of knowledge and prepare specifically for exams.

RESEARCH



SUCCESS STORY:

THE PRO-RECTORATE FOR RESEARCH AND TRANSFER AT IU INTERNATIONAL UNIVERSITY OF APPLIED SCIENCES

The numbers speak for themselves: Research activities, including publications and active participation in conferences and symposiums as speakers, keynote speakers, and panellists, have significantly increased. The professors at IU International University of Applied Sciences (IU) are widely recognised as experts in their fields, and their presence in the media is considerable.

Over recent years, a remarkable success story has unfolded at IU in the realm of research funding. Since the inception of the pro-rectorate for Research and Transfer in May 2021, groundbreaking changes have been implemented, resulting in significant advancements.

NEW RESEARCH STRUCTURE AND INCREASED RESOURCES

A significant step was the revision of the research concept and the expansion of the research department. What was once managed by a single staff member is now a team of three officers and three additional staff members. This growth allowed the university of applied sciences to broaden its research scope and strengthen the research area.

IMPRESSIVE INCREASE IN THIRD-PARTY FUNDING

IU professors have achieved impressive success in attracting third-party funding over the past two and a half years. Around 40 projects, including those funded by various organisations such as the Federal Ministry of Education and Research (BMBF), the Federal Ministry of Economics and Climate Action (BMWK), the Donors' Association for the Promotion of

Humanities and Scientific Research, the Volkswagen Foundation, and the EU programme HORIZON Europe, were successfully funded, resulting in a total volume of over four million euros. This funding is crucial for advancing research projects and realising innovative ideas. The projects focus on topics such as risk communication, digitalisation in social work, as well as teaching and organisation at private universities and their position in the national higher education system. Additionally, there are practical projects funded in collaboration with companies and public authorities, such as the development of tourism concepts for the Ahrtal region (page 15) or methods for sustainable media management. Professors are also sought after for evaluating various projects of public bodies, as well as being sought-after experts in industry.

DIVERSE FUNDING OPPORTUNITIES

In addition to these successes, IU offers a wide range of internal funding opportunities to enable researchers to advance their projects. This includes the three pillars of the research structure: Research Incubator, Research Centre, and Research Institute, which provide seed funding and personnel resources.

In the summer of 2023, 18 Incubator projects were funded with a total sum of around 120,000 euros, and the following three Research Centres have been established:

- Research Centre “Kulturelle Bildung” led by Prof. Dr Lisa Unterberg
- Research Centre “(De-)Radikalisierung und Prävention” led by Prof. Dr Mehmet Kart
- Research Centre “Science Communication” led by Prof. Dr Christoph Böhmert

LOOKING TOWARDS THE FUTURE

The future promises further exciting developments. “The institution is focusing on expanding third-party projects, providing additional programmatic support to professors in their research, and expanding transfer and research close to teaching,” says Prof. Dr Kamal Bhattacharya, Pro-rector for Research and Transfer at IU, further explaining: “This success story is proof of IU’s and its innovative faculty’s continuous efforts to elevate research at IU to a new level and establish themselves in the scientific community.”



RESEARCH PROJECTS ON NON-STATE UNIVERSITIES

IU MOST SUCCESSFUL APPLICANT FOR BMBF FUNDING LINE

With the aim of improving knowledge about non-state universities, the Federal Ministry of Education and Research (BMBF) published guidelines in April 2022 to fund research projects on the topic of “non-state universities.” Three project proposals from IU International University of Applied Sciences (IU) were approved.

Although according to BMBF, around 10% of all students in Germany are now enrolled in the approximately 110 private universities, these private universities have been barely researched. Reducing these deficiencies in the scientific field is the primary goal of the funding line, which was published by the BMBF and initiated by the Association of Private Universities with its former chairman Prof. Dr Peter Thuy.

THREE IU PROJECTS ON TEACHING AND MANAGEMENT OF PRIVATE UNIVERSITIES

“The initiators of this first call for proposals focusing on private universities wanted private universities not only to be studied but also to actively participate in the funding line,” explains IU research officer Dr Kerstin Janson. Currently, three projects are being researched at IU on how teaching and management at private universities work. With 75% of successful project applications, IU is the most successful applicant for this funding line.

FIRST-GENERATION STUDENTS AS THE TARGET GROUP OF PRIVATE UNIVERSITIES – FORMS AND CONDITIONS OF ORGANISATIONAL SUPPORT

What collective orientations can be identified in first-generation students, i.e. students from non-academic backgrounds, at private universities, and to what extent are these reflected in support structures? These are the questions being addressed by IU professors Dr Stefanie Kessler and Dr Karsten König in the qualitative joint project. The proportion of first-generation students at private universities is high, and they face more obstacles than students from academic households. The project

aims to examine the support for these students to reflect the organisational culture regarding a conducive learning environment.

THE APPOINTMENT OF PROFESSORS AT PRIVATE AND STATE UNIVERSITIES OF APPLIED SCIENCES

The project examines strategic personnel planning regarding job profiles and configurations, operational staff selection regarding decision-making processes and selection criteria, as well as the professorial personnel structures of private and state universities. By examining criteria for evaluation and the different stages from application to appointment, possible discriminations will be analysed in the subproject “BeProf_Innen; Geschlecht in Berufungsverfahren” and measures for gender-sensitive design of appointment processes will be collected.

TRANSITION INTO DISTANCE EDUCATION: ENTERING DISTANCE LEARNING

To what extent do the experiences of students at a non-state university of applied sciences and Germany’s only state distance learning university differ at the beginning of distance learning? This is the question addressed by the joint project started in June 2023 by IU and the Fernuniversität (distance learning university) Hagen/Germany. More details will be provided by the participating IU professors Dr Caroline Trautwein and Dr Michael Hast in the interview.

“TRANSITION INTO DISTANCE EDUCATION: ENTERING DISTANCE LEARNING.”

INTERVIEW ON THE JOINT PROJECT

IU: Dear Caroline, dear Michael, first of all, congratulations on your successful project proposal. Can you tell us about your roles at IU and your research interests?

Caroline: I am a professor of business psychology and focus mainly on media and communication psychology. In my Ph.D. on academic teaching competence, the question was how university teachers can develop further in their teaching. Later on, I researched on student entry – this project is a natural continuation of my work.

Michael: I am a professor of psychology and also have an international focus in my teaching, similar to Caroline. My specialisation is in developmental and educational psychology. I deal with topics such as school transitions or the development of identity and belonging – topics that are relevant to our project. Not present today, but also part of the research team, is our research associate Dr Roxana Schweighart, who will mainly be responsible for the operational implementation of the project.

IU: What is the project about, and what is the goal?

Caroline: We are focused on the student entry. My previous research was in traditional education, with students entering university on the first day. Now that I teach in distance learning at IU, I am interested in how distance learners manage to make an entry.

Michael: We consider aspects such as the sense of belonging to be important: how does it develop, what are the peculiarities in distance learning? This is still uncharted territory in research.

Caroline: We have a particular focus on the digital **aspect**, which is a

characteristic of current education – exacerbated by the current situation but also inherent in distance learning.

IU: The research focus is on the entry phase of studies. Can you explain why you are focusing on this phase?

Michael: Most students who drop out of their studies do so within the first year. This is fairly consistent throughout the EU or even globally and affects 20-25% of students. Those who make it to the second year stay until the end. There is the term “cultural mismatch” which describes a lack of cultural fit between personal expectations and those of the university system. Students need to familiarise themselves with the language, the environment. For non-traditional students, such as those from non-academic households or immigrant families, the lack of fit is especially significant. That’s where we come in: what are the challenges, and how can we overcome them?

Caroline: Research has shown that the entry phase sets the foundation for the success of the entire studies.

IU: IU itself will be the subject of research in this project. How do you collect the necessary data, and who will be involved?

Caroline: We are looking for students who are at the entry point of their studies and can provide us with information on what their entry into distance learning was like, what went well, what was challenging, and what helped them. We focus on the individual experiences of individuals, which we will then abstract and summarise.

Michael: We will primarily focus on students of social sciences. This has practical reasons, as the Fernuniversität Hagen

will also focus on these students in their subproject. However, we hope to extract more general experiences from this.

IU: The project is undertaken jointly with the Fernuniversität Hagen. What does the collaboration look like?


Caroline: The focuses are slightly different: we are concerned with the entry into studies, and the Fernuniversität Hagen focuses more on the digital aspect and non-traditional students. There was a digital kick-off, and project meetings and cooperation workshops are planned, as it makes sense in qualitative research to consider different perspectives on the research subject and also discuss methodologically. We hope for a lively exchange.

IU: How were you supported by IU’s research department in the application process, and how will you stay connected throughout the project?

Michael: The research department was the intermediary to the BMBF and the funding society during the application process, and it was extremely important to us. The colleagues had valuable experience and realistic timelines; they knew exactly what was important. Also, in communication with Fernuniversität Hagen, the support in the cooperation agreement was very helpful.

Caroline: They continue to support us, especially with organisational matters, HR questions, and financial issues – as a researcher, you have a different way of thinking than a project sponsor. The research department can offer practical help in this regard.

IU: Thank you for the insights into the project. We wish you success!

For more information, visit:
iu.de/forschung/projekte/tide 

PROF. DR CAROLINE TRAUTWEIN

project consortium lead, has been a professor of Business Psychology in distance learning since March 2022. Her research areas include higher education teaching and learning, identity development, and interpersonal communication.



PROF. DR MICHAEL HAST

has been a professor of Psychology in distance learning since January 2022. His research interests include conceptual development in childhood, atypical developments and learning difficulties, school transitions, and college students and engagement.



DR ROXANA SCHWEIGHART

has supported the project as a research associate since September 2023. She is responsible for organising and implementing various research endeavours, such as conducting a literature review and a qualitative study with distance learners.



BEING A REFUGEE WITH A DISABILITY:

GERDA HENKEL FOUNDATION

**SUPPORTS THIRD-PARTY FUNDED
PROJECT**

In the research project “Umsetzung des Rechts auf inklusive Bildung in akuten Fluchtkrisen: Bildungserfahrungen und Aspirationen ukrainischer geflüchteter Kinder mit Beeinträchtigung in Deutschland”, Prof. Dr Marketa Bacakova, professor of Kindheitspädagogik at IU International University of Applied Sciences, examines educational experiences, desires, barriers, and challenges.

The right to education is one of the most fundamental human rights and is considered a cornerstone for future capability. Nevertheless, millions of people worldwide do not have access to education, and factors such as discrimination, poverty, conflicts, and prejudices against people with disabilities further complicate access – especially when these factors intersect and create multiple levels of inequality. With an intersectional approach, Prof. Dr Marketa Bacakova sheds light on the interconnections of vulnerabilities that Ukrainian children with disabilities face in accessing inclusive education.

ACCESS TO THE RIGHT TO INCLUSIVE EDUCATION


The right to inclusive education is enshrined in Article 24 of the UN Convention on the Rights of Persons with Disabilities. To what extent is inclusive education actually guaranteed for newly arrived Ukrainian children with disabilities? What barriers must they overcome, and what factors hinder or favour access? What wishes and hopes do the children bring with them? These are the questions that Prof. Dr Marketa Bacakova addresses in her project. “It

can be assumed that Ukrainian children with disabilities in Germany indeed face challenges – whether because schools are physically inaccessible, teachers are inadequately trained in inclusive education, or basic tools are lacking,” says Prof. Dr Marketa Bacakova. “In addition, there is the general invisibility of the target group, which is evident in the lack of statistical data.”

Through interviews with approximately 25 Ukrainian children with disabilities between the ages of three and 18, and supplementary surveys of parents, Prof. Dr Marketa Bacakova examines the experiences that the affected individuals have had in accessing their right to inclusive education in Germany, the educational experiences they bring, and the challenges they face in the education system.

FOUNDATION FUNDING

The project runs from April to December 2023 and is funded by the Gerda Henkel Foundation. In addition to the historical humanities, the foundation supports research on contemporary problems with limited time funding, including the focus on refugees.

More information at: iu.de/forschung/projekte/auf-der-flucht-mit-beeintraechtigung 

PROF. DR MARKETA BACAKOVA, LL.M.,

has been a professor of Kindheitspädagogik at the campus in Leipzig since April 2021. Her research areas include inclusive education, the rights of people with disabilities, intersectional discrimination, and diversity education. Currently, she is particularly interested in inclusive transitions, inclusion and intersectionality in early childhood education, and vulnerability.



IU OPENS CENTRE FOR RADICALISATION RESEARCH AND PREVENTION (ZRP) IN ESSEN

iu
INTERNATIONALE
HOCHSCHULE
RESEARCH CENTER

ZENTRUM FÜR
RADIKALISIERUNGS-
FORSCHUNG UND
PRÄVENTION (ZRP)

The newly established Centre for Radicalisation Research and Prevention, a Research Centre of IU International University of Applied Sciences (IU), stands for a broad transfer of knowledge from science to practice and to the research fields of radicalisation and prevention. Through the support of the ZRP, IU aims to increase the visibility of research activities of its researchers.

The newly established Research Centre for Radicalisation Research and Prevention of IU in Essen/Germany has attracted attention in the region and beyond in the first months since its founding through lectures, conferences, and press discussions. The project team, led by Prof. Dr Burak Çopur, IU professor for Soziale Arbeit, deliberately chose the city of Essen in the Ruhr area as the location of the Research Centre. "It is a novelty for the Ruhr area that such a Research Centre is being established in the heart of the Ruhr region. We will find an exciting research region here – with all the opportunities and existing conflicts," said the head of the Research Centre, Prof. Dr Burak Çopur. The ZRP aims to fill a research gap in the region, as Academic Coordinator Yannick von Lautz also states: "We have noticed that there is simply a great demand in practice. There is a great demand to hear other voices than those that have been active in the field so far."

In particular, the fact that various professors from different disciplines collaborate and conduct research under the Research Centre is a unique feature of IU. "The added value of the centre will be the practice-oriented, broadly qualified, multilingual, and intercultural excellently trained professors," explains Prof. Dr Burak Çopur. The ZRP aims to be a point of contact for various

disciplines, accompanying the topics of radicalisation and prevention from different perspectives and discussing them on a project-specific basis as well as in current discussions.

At the start of the new institution, there were many press inquiries, according to Yannick von Lautz. The previous event offerings were well received. After the first lecture series of the ZRP in collaboration with Caritas-SkF-Essen gGmbH on "Radikalisierung und Prävention: Soziale Arbeit bringt sich ein" ("Radicalisation and Prevention: Social Work gets involved"), which took place in spring and summer 2023, the Academic Coordinator draws a positive interim conclusion. In addition to researchers, practitioners also participated. For example, employees of security authorities discussed with professionals in prevention work, representatives of Caritas met with experts from research. This led to the emergence of new ideas and the expansion of the network of practitioners and researchers. An average of 20-40 people participated on-site at the hybrid lectures, which included topics such as crime prevention and neighbourhood management in the context of the immigrant society, institutional opportunities and challenges in Islamist prevention, or democracy education and school social work, while around 50 participated online. Especially through the possibility

of participating online, the interested professional public from research and practice throughout Germany could be addressed and reached. This is an important milestone, according to Yannick von Lautz: "It is about discussing with practice and with research and finding a healthy mix so that research and practice can engage in an exchange to connect research with prevention practice."

The current strong demand will be utilised by the researchers to establish the ZRP in the expert community and for the interested public through the offering of specialist conferences and publications. A central goal is the recruitment of further third-party funding. As an application-oriented university of applied sciences, IU students also benefit from the founding of the ZRP: Current research results and questions of the ZRP are transferred to teaching and discussed with students. The establishment as a Research Institute of IU is its aim.


PROF. DR BURAK ÇOPUR

is a Doctor of Political Science, professor of social work, and head of the Centre for Radicalisation Research and Prevention in Essen at IU International University of Applied Sciences. His research focuses include integration and migration research, questions of political (youth) education, criticism of racism, and ideologies of inequality among migrants.

YANNICK VON LAUTZ, M.A.

languages and cultures of the Islamic world (University of Cologne), is the academic coordinator of the Centre for Radicalisation Research and Prevention (ZRP) as well as a research assistant in the project "Distanz" at IU International University of Applied Sciences. His current research focuses on radicalisation, deradicalisation, and prevention in the field of Islamism with an ongoing dissertation project at the University of Vechta/Germany in the field of educational sciences.

ABOUT THE ZRP:

The interdisciplinary ZRP in Essen deals with individual and structural causes of radicalisation as well as with societal responses from the field of prevention. The research focuses on manifestations and dynamics of radical ideologies, developments surrounding extremist actors and scenes, as well as possibilities for counselling and prevention. IU is supporting the Research Centre for a period of three years, with the possibility of extension. More information at: iu.de/en/research/projects/research-center-zrp .

IU RESEARCH INCUBATOR: SELECTED PROJECTS

What are the effects of applying machine learning on behaviour in compliance systems

Machine learning algorithms like ChatGPT are used in compliance systems to support risk assessments, governance analysis, and stakeholder management. The project examines the influence of machine learning on behaviour and ethics to develop a framework for their design and ethical application. The research aims to improve guidelines for the use of artificial intelligence in the business world.

Participating professors: Dr Sascha Behnk,
Dr Frank Passing

Duration: 01.04.2023 to 31.03.2025

AI ETHICS



SCHOOL TRANSITIONS AND “SCIENCE ANXIETY”



Mindfulness as a possible answer to the problem constellation of “Science Anxiety” and school transitions in times of a pandemic.

The project investigates how much fear of natural sciences, or classes of natural sciences, exists among German fifth graders who are transitioning from elementary school to a secondary school, and whether the fear can be reduced with a mindfulness programme. A rating scale for use with students will be adapted, a mindfulness training programme will be developed, and the students’ fear before and after participating in the training programme will be measured.

Participating professor: Dr Michael Hast
Duration: 01.03.2023 to 31.12.2024

SMART FACTORY INCUBATOR

How can the digital transformation of production and adjacent service areas be optimally implemented in practice?

The competitiveness of companies depends heavily on their efficiency, which is why continuous optimisation and data exchange are crucial. The implementation of industry 4.0 offers great optimisation potentials, but identifying this potential and implementing it on a company-specific basis is a challenge. In the Smart Factory Incubator, an interdisciplinary team examines how the digital transformation in production and adjacent service areas can be optimally implemented.

Participating professors: Dr Alexander Lawall, Dr-Ing. Christian Magnus, Dr Moritz Venschott, Dr Ellena Werning
Duration: 01.04.2023 to 31.03.2025

FUNDING PROJECTS FOR ECOLOGICALLY ENHANCING AGROFORESTRY SYSTEMS WITH SECURITY TOKENS (STS)

Economic Feasibility Study of the Hedge-Token Project

The project investigates the economic feasibility of upgrading marginal and agricultural land in terms of carbon sequestration and biodiversity through reforestation. Starting from funding through Security Token Offerings, with the opportunity for investors to contribute to the environment and achieve sustainable returns through the sale of carbon credits and potential biodiversity premiums, the project is divided into five research modules: the (1) economic, (2) legal, (3) commercial, (4) technical feasibility assessment of HedgeToken and (5) examination of future tradability as a liquid asset class.

Participating professor: Dr Franz Isselstein
Duration: 01.04.2023 to 31.03.2025

MEASUREMENT INVARIANCE OF SURVEY INSTRUMENTS & GENDER IDENTITY AND HEALTH



A project on the comparability of international surveys and the relationship between gender identity and health

The project examines the methodology of data collection and investigates to what extent survey results are actually comparable across countries in international comparative studies. With a focus on mostly binary gender queries in health studies, the project also compares the health of individuals who do not identify with their biological gender with that of cisgender individuals.

Participating professor: Dr Andreas Heinz
Duration: 01.04.2023 to 30.09.2024

DATA-ORIENTED CONTROL



Investigation and validation of Koopman-based approaches

This project focuses on exploring model structures based on the Koopman Operator Theory. The project investigates the transition into practical application and aims to examine Koopman-based control concepts under the following aspects: 1. robustness analysis in the presence of measurement noise, time-varying system behaviour, and significant process disturbances, 2. evaluation in experiments on real systems, 3. comparison with classical control approaches, and 4. critical evaluation.

Participating professor: Dr.-Ing. Stefan Palis
Duration: 01.02.2023 to 31.01.2025

Parents well accompanied – How do parents experience the path to therapeutic care for their children? Qualitative case explorations using examples of speech therapy and occupational therapy care for children of kindergarten age

Early speech therapy and occupational therapy interventions can promote children's development and reduce risks. However, early intervention measures are complex and multidisciplinary, which can lead to inefficient care structures and uncertainties among parents. The project aims to understand, through interviews with parents, how they experience the path from first noticing their child's condition to therapeutic care. Hurdles and helpful resources are identified to develop appropriate solutions.

Participating professors: Dr Stephanie Rupp, Dr Hanna Schwendemann
Duration: 01.10.2023 to 30.09.2025

EGUBE

Development of AI-based patient models for interprofessional learning in health care curricula

The project addresses research questions on how AI-based patient models can be technically implemented and integrated into the concept of the virtual university clinic and how their use is evaluated by students in the health professions. The goal is to replace role-playing patients in the lectures with interactive, virtual avatars that provide a realistic appearance. They are used to simulate various patient cases and medical history discussions and develop collaborative care concepts.

Participating professors: Dr Katharina Rädels-Ablass, Dr Cornelia Schlick, Dr Claudia Miersch, Dr Sandra Pahr-Hosbach, Dr Klaus Schliz, Dr Hanna Schwendemann, Dr Stephanie Rupp, Dr Marion Roddewig
Duration: 01.09.2023 to 31.08.2025

AI-PATIENT IPL

AI systems in creative practice and teaching

The project explores how AI systems can support the creative process in game development in teaching and practice. By developing a toolbox for using AI systems, analysing public discourse, developing a digital game, and methodically analysing AI usage, the project aims to understand how students can be prepared for entry into the creative economy and games industry, what distinguishes AI-supported products, and what effective benefits AI usage brings.

Participating professors: Jörg Burbach, Marion Plank, Nadine Trautzsch
Duration: 01.08.2023 to 31.01.2024

AI-KI-DO

DIGITAL START-UP ECOSYSTEM

Transformation of a local start-up ecosystem into the digital one in the context of IU

The project consists of a practical, application-oriented pillar and a theoretical research pillar, aiming to conceptualise a digital startup ecosystem. The question behind it is how the concept of local startup ecosystems can be transformed into a virtual ecosystem in the context of a university of applied sciences specialising in distance learning. The focus is on personal exchange between students: the practical pillar of the project includes the digital networking and shared learning of entrepreneurs as a core element.

Participating professors: Dr Mirko Bendig, Dr 博士 (Doctor) Lena Bernhofer, Dr Esin Bozyazi, Dr Michael Broens, Dr Lars Meinecke
Duration: 15.09.2023 to 15.09.2024

DIGITAL LEGISLATION

Artificial intelligence and other innovative technologies for planning laws

The project aims to highlight the types of technologies that can revolutionise legislative work and the pros and cons of their use. It also aims to uncover the design of legal and ethical frameworks. A case study will demonstrate how AI can be used to assess the impact of a law. This topic can be of significant value to parliaments and ministries to create more effective, efficient, and low-side-effect laws.

Participating professor: Dr Heiko Krüger
Duration: 01.09.2023 to 31.11.2024

HOW HUMAN IS GENERATIVE AI?

Examination of the rationality and emotionality of systems like ChatGPT

This project examines the dimensions of emotionality and rationality in human-machine interaction. It analyses both the empathetic abilities of ChatGPT and the system's rationality. The project is based on research questions such as (1) which features can be used to distinguish AI-generated texts from human-generated texts, (2) what empathetic abilities chatbots like ChatGPT have, and (3) how AI-generated texts need to be designed in terms of rationality and emotionality to achieve maximum benefit.

Participating professors: Dr-Ing. Kristina Schaaff, Dr-Ing. Tim Schlippe
Duration: 01.10.2023 to 30.09.2025

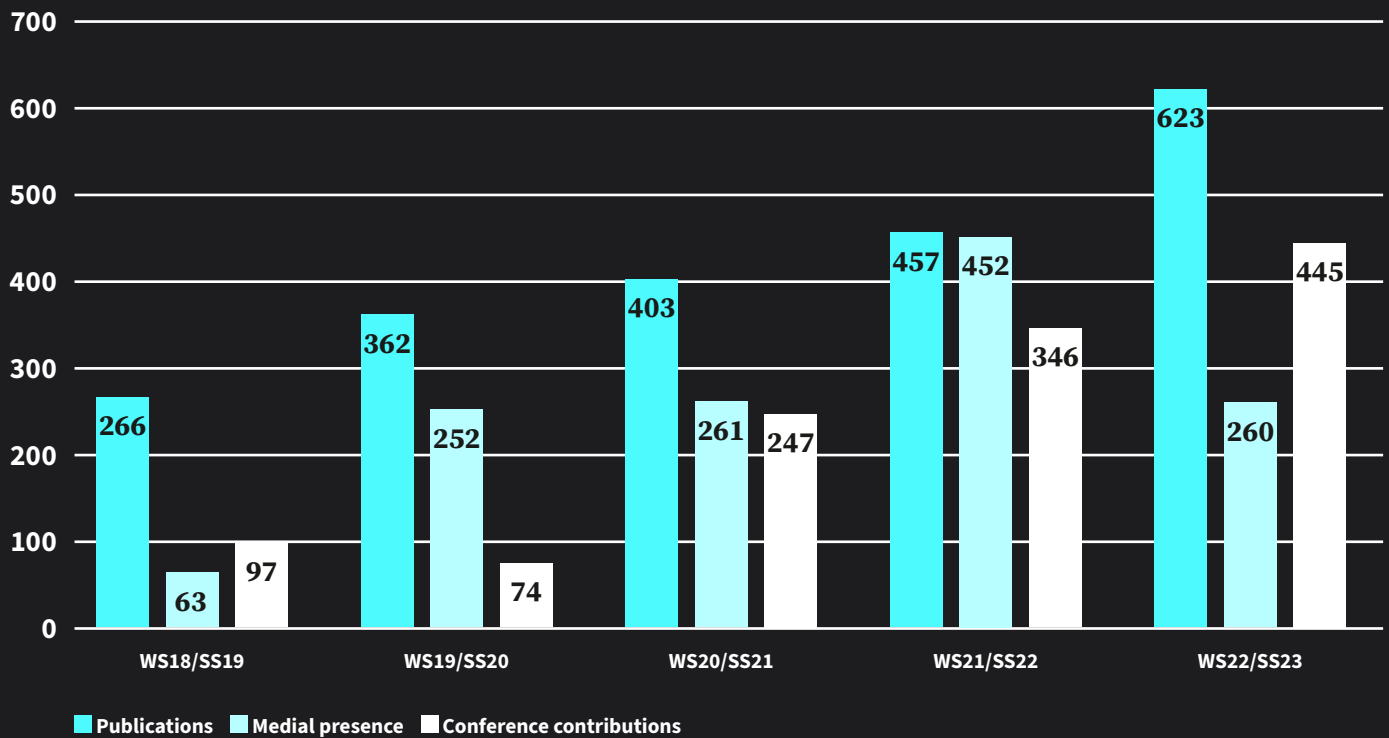
THE SUSTAINABLE TRANSFORMATION

Examining sustainability and ESG as drivers for business success

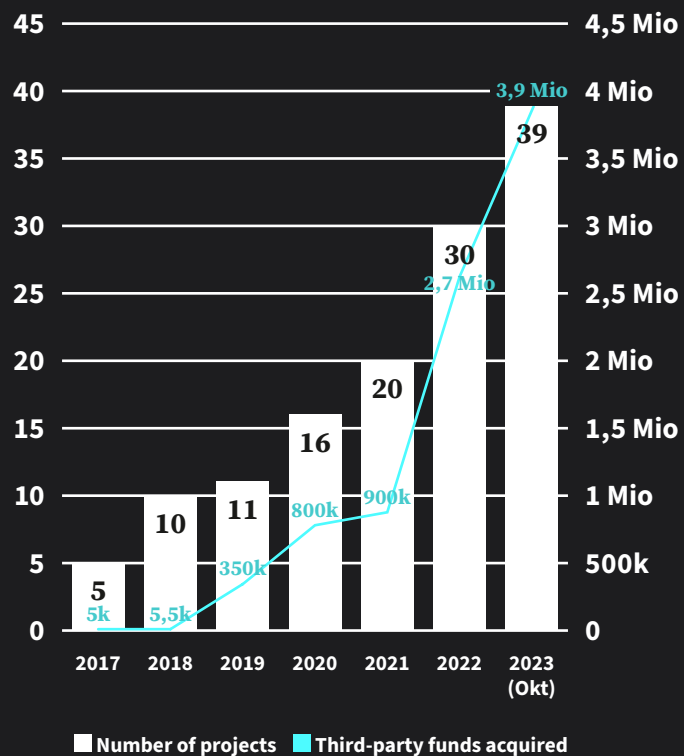
The project aims to examine the complex relationship between corporate sustainability, environmental, social, and governance (ESG) practices, and their impact on the overall success of companies. The project investigates the influence of sustainability and ESG principles on the financial performance of companies, the perception of companies by various stakeholders, and the challenges in implementing sustainable practices with the goal of providing insights for science, businesses, and policy makers.

Participating professor: Dr Christian Kroll
Duration: 01.10.2023 to 30.09.2025

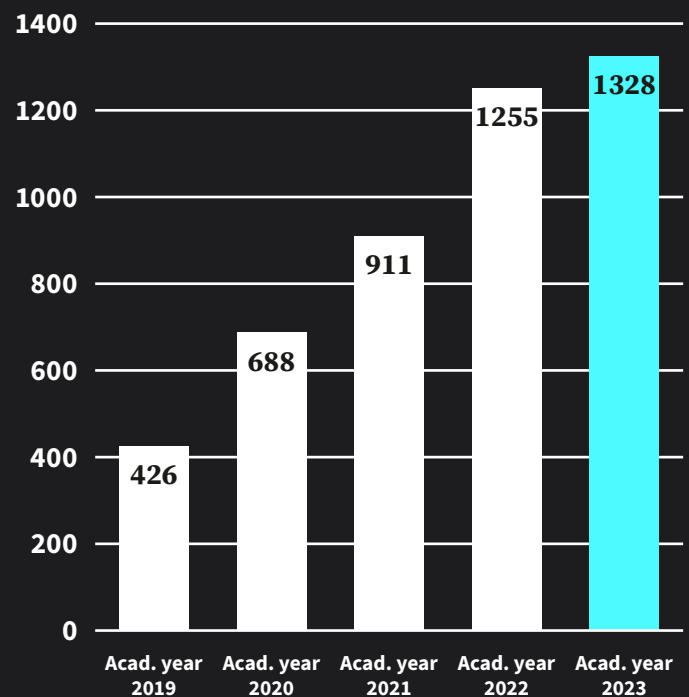
RESEARCH STATISTICS



THIRD-PARTY FUNDING



NUMBER OF RESEARCH ACTIVITIES PER YEAR





TRANSFER

AI FORUM

“NEXT LEVEL LEARNING”

HOW AI WILL FUNDAMENTALLY CHANGE OUR EDUCATION AND JOB MARKET

Artificial Intelligence (AI) is the biggest disruption there has ever been in education and the workplace: That is what IU International University of Applied Sciences (IU) and its Chief Executive Officer (CEO) Dr Sven Schütt strongly believe. On June 29, 2023, he joined other experts at the first AI Forum of IU to provide answers on how society, economy, and politics should shape the revolution now.

AI will change the way we learn, work, and continue to educate ourselves. The experts at the IU Forum “Next Level Learning: KI in Bildung und Arbeitswelt – Die Revolution gestalten” (“Next Level Learning: AI in Education and the World of Work – shaping the revolution”) agreed on this. On June 29, 2023, IU, together with the Federal Employment Agency (BA), held an interactive exchange in Berlin on how generative AI will change the education and job market and what we can do now to actively shape this change.

Dr Diana Knodel, Co-Founder of the EdTech startup Fobizz, shed light on the opportunities and obstacles in the school sector. Representatives from the consulting firm McKinsey & Company presented surprising results from AI studies they had conducted. Dr Sven Schütt, CEO of IU, which already uses its own AI solutions, shared his vision for higher education. The challenges and opportunities for the public sector were discussed by the Chief Information Officer (CIO) of the Federal Employment Agency, Dr Markus Schmitz. The AI Forum was moderated by Rafael Bujotzek, journalist and IT expert. Key findings of the event:

EDUCATION: ONE OF THE SECTORS POTENTIALLY MOST AFFECTED BY AI

According to a recent study by McKinsey & Company, education is one of the sectors that can benefit the most from generative AI. Less routine tasks give teachers more time for personal support and higher productivity. AI facilitates the



ANDREW GOODMAN

Senior partner at McKinsey & Company

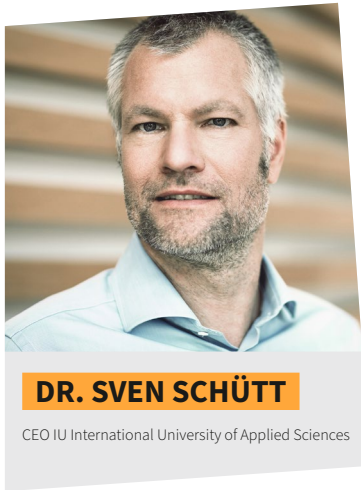
creation of teaching materials, reduces administrative tasks, and allows learners a completely new learning experience.

“The question is not whether generative AI should be allowed in the classroom, but how to ensure that its use is ethically acceptable and fair, and does not impair critical thinking skills,”

said Andrew Goodman, Senior Partner at McKinsey & Company.

REDUCING BARRIERS TO ACCESS AND PROVIDING MORE PERSONALISED EDUCATION


Everyone should have access to education. This vision drives Dr Sven Schütt. With IU, he aims to enable people worldwide to grow personally and realise their dreams. The key to this: personalised and democratised education. He sees the influence of AI as an opportunity to accelerate this process. With ChatGPT and other tools, learning for students can be improved, and education can be made accessible to more target groups at a higher level of quality.



“AI is probably the biggest disruption for the education sector, as well as for the job market. In my opinion, it is the biggest change since the invention of the internet and computers together, and probably the fastest change humanity has ever seen,” said the CEO, who is a pioneer in digital transformation with IU. “Artificial Intelligence will affect jobs of

all skill and salary levels and automate them. It requires much faster training, where actual knowledge will lose importance and meta and soft skills will gain importance. Therefore, every learning programme should include AI,” said Dr Sven Schütt. His forecast: “Each of us will have a digital companion to personalise our learning journey. My closest colleague is now ChatGPT.” However, he also sees the hurdles to overcome: “Education systems change very slowly, but future skills and new learning programmes are needed much faster. A societal prerequisite should also be to approach change with hope and a positive attitude. There are many people who are afraid of being replaced by AI. Education, experimentation, learning programmes, and political framework conditions can counteract this.” One thing is also important to the CEO: “Like all other powerful technologies, AI must and will be regulated. Due to the rapid development of technology, it is currently difficult to say what restrictions will be in place. From a European perspective, one should be careful not to over-regulate it, to prevent Europe to throw itself out of the game of this most important technological disruption.”



At IU, AI elective modules are currently being introduced for all study programmes. IU is also the first university of applied sciences in the world to implement **Synteia, an AI learning companion**  that has been supporting students in their personal learning journey since the start of the year (see page 19). During the AI Forum,

Synteia developer Quintus Stierstorfer, Director of Synthetic Teaching at IU, showcased the digital learning companion live. It's an innovation that makes personalised education a reality today.

TEACHING AND LEARNING AI SKILLS IN SCHOOLS

The importance of learning how to deal with AI and new technologies and introducing them to our youngest generations has also been recognised by EdTech startup founder Dr Diana Knodel. She developed Fobizz, a platform for further training and a range of digital tools for teachers and schools. This includes a GDPR-compliant version of ChatGPT for schools, which already has over 100,000 users.

“We want to bring AI to schools as quickly and comprehensive-ly as possible – not only as a topic, but above all as a learning technology. This requires training and continuing education programmes for teachers, as well as clear regulatory frameworks that must still leave enough room for experimentation,” said Dr Diana Knodel. “One thing that could help is if the



Quintus Stierstorfer, Director Synthetic Teaching, “talking” with learning buddy Synteia

federal government, as part of its Digital Pact, also provided budget for joint projects with other EdTech startups. This way, we could bring learning tools to schools much faster.”

TAILORED OFFERS FOR JOB SEEKERS


The Federal Employment Agency (BA) also welcomes the transformation process. Thanks to AI-based systems, time-consuming tasks such as checking enrolment certificates, matching providers and demanders, or reading hundreds of job postings can be simplified and optimised mechanically. Generative AI offers the opportunity to determine tailored offers and the demand in the job market in the shortest amount of time. CIO Dr Markus Schmitz presented the BA's strategic foundation for its use of AI at the AI Forum, linked to self-imposed data ethical guidelines and processes.

“In the public sector, we often lead the regulatory debate, where only what is not possible is discussed. It was great today to also talk about the possibilities we have – of course, always keeping the risks in mind. We should have this debate much



more often in Germany and make it a societal issue. It shouldn't just be an expert dialogue – that's what it was for many years. Events like this help to democratise the debate and make an important contribution,” he said.

All recordings from the AI Forum “Next Level Learning: KI in Bildung und Arbeitswelt” as well

as additional background information on the topic can be found at: iu.de/ki-forum-2023 



ONE THIRD OF WORKERS EXPECT RELIEF IN THEIR DAILY WORK ROUTINE THROUGH CHATGPT & OTHER TOOLS

18.5% of employers are already using or considering using ChatGPT & Co. in the future. 45.1% of respondents believe that ChatGPT & Co. is the most profound change since the invention of the internet; just as many believe that the work environment will change even faster due to AI bots than the internet. In five years, 40.5% of respondents expect significant to very significant impacts from technologies like ChatGPT on their professional lives. 30.8% of Generation Z respondents view ChatGPT and other tools as a potential threat to their job in the future; this is significantly higher than the average of all respondents (19.5%). A representative survey by the IU International University of Applied Sciences (IU) investigates the advantages, expectations, and corporate use of AI bots like ChatGPT.

35.4% of workers in Germany expect that AI technologies like ChatGPT will take over their routine tasks in the future and thus make their workday easier. 33.4% of respondents believe that these AI bots can support them in their professional skills and abilities. Generation Z is most concerned about their professional future – older generations like the Baby Boomer cohorts tend to be more relaxed about the impacts of AI. These results come from the representative study “ChatGPT & Co. im Beruf – Auswirkungen auf die Arbeitswelt” (“ChatGPT and the like in a professional context”) by IU among 2,030 German employees, employers, and self-employed individuals in April 2023.

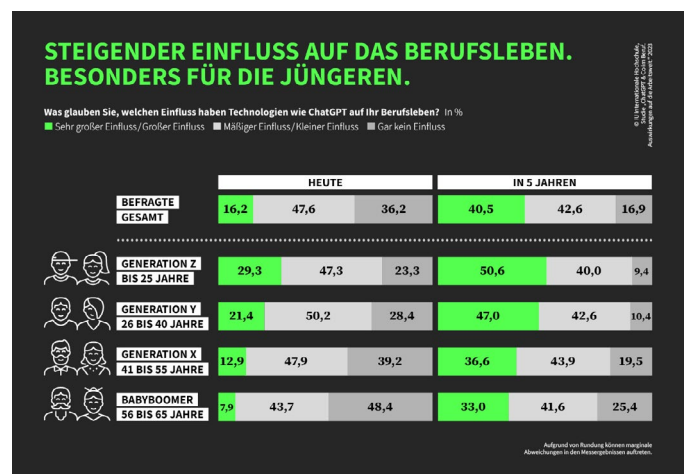
According to the IU study, the German working population mainly expects easier research (48.3%) and more efficient and faster work processes (43.8%) from technologies like ChatGPT. Only 9.3% see no advantages, even though 34.3% of respondents consider AI technologies like ChatGPT to be useful or very useful for their profession.

For many workers, the new technologies bring profound changes: 45.1% see AI programmes like ChatGPT as the most profound change since the invention of the internet. Just as many (45.1%) believe that AI bots will change the work environment even faster than the internet.

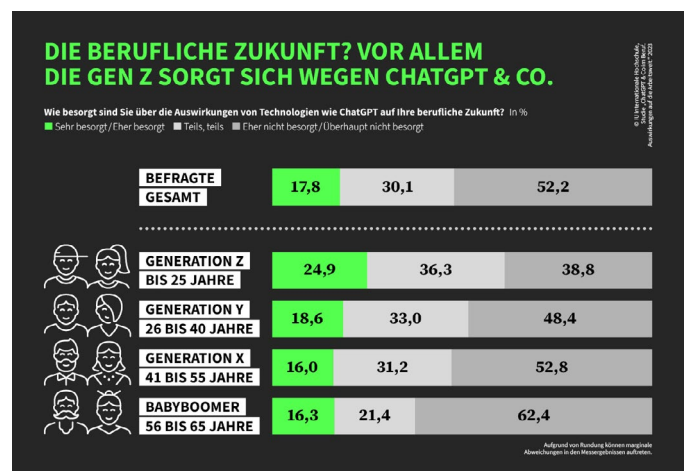
THE YOUNGER THE RESPONDENTS, THE MORE FREQUENT THE EXPECTED IMPACT AND CONCERNS.

16.2% of respondents see a (very) major impact from AI technologies like ChatGPT on today's work life. In five years, significantly more workers (40.5%) expect a major to very significant impact. Especially Generation Z expects a (very) major impact in five years, with over 50.6%. Generation X and the Baby Boomer cohorts, on the other hand, see less impact in five years, with 36.6% and 33.0% respectively.

When it comes to questions about professional future and the workplace, there are some significant differences among generations:

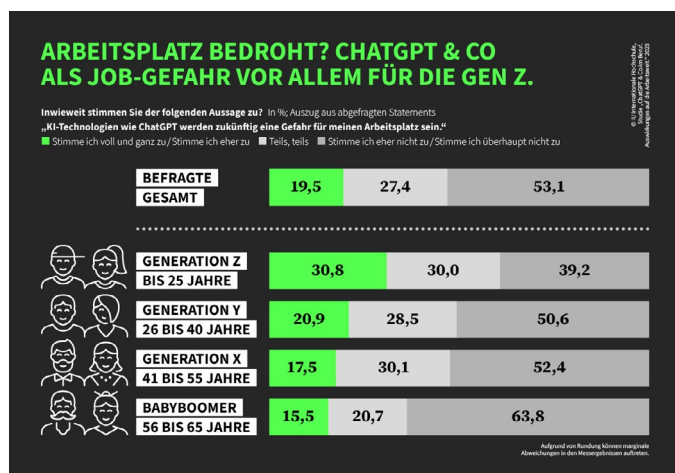


According to the study results, Generation Z, in particular, expresses concerns: A quarter of the respondents from Generation Z (24.9%) stated they were “rather worried” or “very worried” about the impact of technologies like ChatGPT on their professional future. In comparison: On average, 17.8% of respondents expressed this concern.



Among respondents from Generation X (aged 41 to 55) and Baby Boomers (aged 56 to 65), respectively 16.0% and 16.3% are “rather worried” or “very worried” about their professional future.

Moreover, when asked whether ChatGPT could pose a threat to their jobs in the future, a significantly higher proportion of Generation Z respondents (30.8%) completely or somewhat agreed, compared to the average of all respondents (19.5%). Among the older generations, significantly fewer completely or somewhat agreed: Generation Y (20.9%), Generation X (17.5%), and Baby Boomers (15.5%).



Dr Markus Schmitz, Chief Information Officer (CIO) of the Federal Employment Agency, comments on the impact of AI on the work environment, especially on Generation Z, as follows:

“By using AI, certain tasks are automated and completed more efficiently, leading to changes in how we work. AI can take over repetitive tasks, analyse data and provide insights, solve complex problems, and even enable human-like interactions in some cases. This makes certain activities obsolete, but of course, new areas of work also emerge. It is therefore understandable that many are concerned about their professional future. This is all the more true for the younger generations, as they will be most affected by the effects of AI. Approaches like Human Friendly Automation are becoming increasingly important, as well as our career guidance for young people and beginners.”



AI HAS NOT YET ARRIVED IN CORPORATE REALITY

Since the end of 2022, ChatGPT has been accessible to the public. According to the respondents, 18.5% of employers or themselves as entrepreneurs or self-employed individuals are using or considering using ChatGPT in some form.

61.4% of respondents believe that specialised training is necessary to use ChatGPT and other tools effectively. However, only ten percent of companies have offered or are planning such training.

ABOUT THE STUDY

The IU study “ChatGPT & Co. im Beruf – Auswirkungen auf die Arbeitswelt” surveyed 2,030 workers in Germany aged between 16 and 65, representative of the German labour market by age and gender. The survey was conducted from April 14 to April 24, 2023.

Access all results and whitepapers of the study here:

iu.de/en/research/studies/chatgpt-and-the-working-world



I USE AI LIKE CHATGPT DAILY AND HAVE ALREADY EXPERIENCED A SIGNIFICANT INCREASE IN PRODUCTIVITY. HOWEVER, THESE PROGRAMMES ARE ONLY AT THE BEGINNING OF THEIR EVOLUTIONARY JOURNEY AND WILL EVOLVE RAPIDLY. I SEE ENORMOUS POTENTIAL FOR TRANSFORMATIVE CHANGES IN OUR WORK AND OUR LIVES. TRAINING IS THE KEY TO UNLEASHING THIS REVOLUTION. I RECOMMEND THAT EVERY INDIVIDUAL AND EVERY COMPANY DIVE DEEP INTO AI NOW.

Dr Thomas Fink, Director of IU Academy, IU International University of Applied Sciences

“THE EFFORT HAS PAID OFF.”

RESULTS OF THE DISTANCE LEARNING TREND STUDY 2023

Despite shouldering multiple burdens in their everyday life, 93.5% of respondents say that a distance learning degree is demanding but worth it. For nearly a third of respondents, career advancement or making a career change is the main reason for getting a distance learning degree; more than every fifth person cites lifelong learning or personal development as the main reason. For 38.5% of respondents, distance learning even leads to positive changes in their private lives, such as increased self-confidence or joy of life. 60.8% of respondents find or have found the reconciliation of family, work, and studies burdensome. 42.9% of the respondents consider it important for a university of applied sciences to offer support through Artificial Intelligence (AI).

The **2023 Distance Learning Trend Study**

by IU International University of Applied Sciences (IU) reveals that distance learning presents numerous advantages – both personal and professional. However, alongside positive emotions, distance learning can also evoke negative feelings. Notably, when compared to the last **distance learning trend study in 2021**, there has been a decline in positive sentiments toward distance learning, while negative emotions have increased. This is partly due to the combined pressures of studying, work, and family responsibilities, among others. Yet despite juggling multiple commitments and facing various challenges, a striking 93.5% of the survey participants affirm that their distance learning degree has been worthwhile for them.

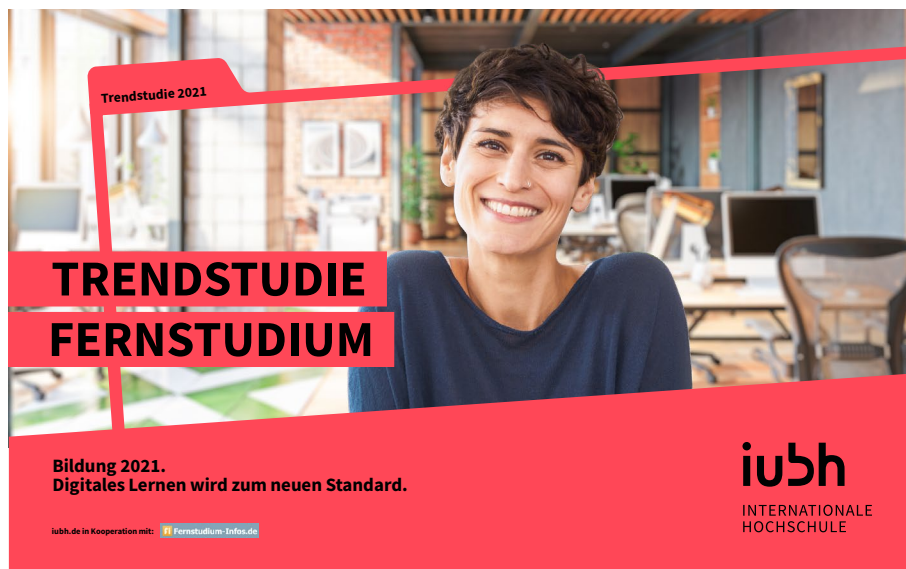
“Despite the stress and hardships, our students’ experiences show that the effort is worth it in the end: Not only do you develop professionally, but studying also contributes enormously to your personal development,” says Dr Carmen Thoma, Chief Operating Officer Distance Learning at IU.



In the latest edition of the IU trend study on distance learning 2023, professional development remains the top priority: For 31% of respondents, career change is the main reason for pursuing distance learning. The aspect of personal development and lifelong learning is cited as the main reason by 21.6% of the participants. 13.5% primarily wish to enhance their job market opportunities through distance learning.

POSITIVE SIDE EFFECT: INCREASED SELF-CONFIDENCE AND JOY OF LIFE

The current trend study also indicates that distance learning is rewarding not just financially and career-wise. For 38.5% of graduates, it positively impacts their private lives: 70.2% of those who experienced a positive change in their private life report increased self-confidence thanks to distance learning.



51.9% feel more balanced and have a greater joy of life. And for 48.9%, there is an increase in social recognition. Yet, despite the freedoms and benefits that come with distance learning, it demands a lot from students.

“A course of study is not always associated with joy, but can also be stressful at times. Professional and family obligations often play a significant role, especially in distance learning,” explains Dr Carmen Thoma. When it comes to the respondents’ feelings, over half are proud of their achievements (52.1%) or satisfied (50.3%). However, compared to the 2021 survey, negative feelings such as “stressed” (31.5% in 2021 vs. 42.9% in 2023) and “overwhelmed” (11.5% vs. 24.3%) are significantly more pronounced in the current survey. For 60.8% of those who found their studies stressful, balancing family, career, and education was particularly challenging. An additional 45.2% found their own high expectations or fears of failure burdensome.

To reduce stress and enhance the joy of learning, Dr Carmen Thoma recommends: “Educational providers should support students, especially during challenging times, with flexible options, innovative solutions, and individual assistance on their educational journey. When this succeeds, the joy of learning can once again come to the forefront.”

PEOPLE ARE INTERESTED IN AI IN EDUCATION – BUT AI HAS NOT YET ARRIVED

In addition to maximum flexibility, students’ daily learning routines can be significantly facilitated through the use of digital technologies. AI can provide support in many areas of study, for example, by simplifying information research or answering technical questions about the curriculum.

“Many students are not aware of the potential of AI for learning. AI works adaptively, adapting to the needs and learning standards of users: for example, it points out specific sections in digital scripts or quizzes the knowledge level. Students can thus focus on the essentials,” explains Prof. Dr Thomas Zöller, Professor of Data Science and Artificial Intelligence, and Study Director of Data Science at IU.


According to the trend study, some respondents are generally interested in AI in education. After all, 41.8% of respondents would use AI in their studies or are already using it. Only 21.2% reject this. Also, 42.9% of respondents consider it somewhat to very important that a university of applied sciences offers support through AI.

Respondents most often state that the use of AI tools could facilitate their daily

learning routine through easier research (45.7%) and better tracking of learning progress (42.9%). However, there is also scepticism: 47.1% fear that the use of AI will result in fewer human interactions, and 38.7% have concerns about data protection.

ABOUT THE STUDY


The distance learning trend study 2023 by IU Internationale University of Applied Sciences is the sixth edition of the largest survey in Germany on the living and studying conditions of distance learners. In October and November 2022, 6,751 individuals were surveyed. The study not only captures the opinions of distance learning students but also of graduates, interested individuals, and dropouts of distance learning. The study provides a comprehensive view of the topic.

The whitepaper on the trend study 2023 is available [here](#) 

SOCIAL PROFESSIONS

WHAT YOUNG MEN THINK ABOUT THEM

According to a study by IU International University of Applied Sciences (IU), only 21.8% of young men can imagine pursuing a social profession. It's not that they aren't interested: 65.5% of the surveyed students are interested in social or educational topics. Income and working conditions seem to be barriers: more than half of the respondents (54.1%) believe that income opportunities are too low; 45% do not like the working conditions. The role of a kindergarten teacher is a favourite among social professions: 26.2% of the respondents who are considering a social profession would most likely become educators.

Male students in Germany are interested in social and educational topics. This is confirmed by the IU's short study „**Soziale Berufe. Was junge Männer darüber denken**“ , (“Social professions: What young men think about them”) published in spring 2023. However, only 21.8% of young men would consider training or studying in the social sector. For 51.3% of the respondents, this would be unlikely or not at all an option.

Not surprisingly, more than half of the surveyed students (54.1%) could be deterred by the low income opportunities from training or studying in the social sector. 45% do not like the working conditions.

However, for more than half of the respondents (53%), the challenges in social professions are not a reason to reject training or studying in the social field. What others think about this career choice, such as friends or family, would not deter more than half of the respondents from starting training or studying in the social sector.

Prof. Dr Fabian van Essen, professor of Heilpädagogik und Inklusionspädagogik at IU, is a co-initiator of the study. He remarks:

“Although the potential is generally there and according to the study, neither the opinions of others nor the demanding profession are barriers, a social profession is not an option for many male

students. What could be the reasons? There is no need for more school subjects on social topics, but many young men lack practical insights such as internships or job shadowing. A core problem is the discontinuation of civilian service, which used to prepare young men for social and educational professions. Nowadays, many men lack this opportunity to get to know the field.”

FEW MALE ROLE MODELS

According to the study results, there are also few male relatives or acquaintances who work in the social field and could inspire or prepare young men for social professions: While 64.3% of the respondents know one or more people working in the social sector, 65.6% of these acquaintances or relatives are female. Only 13.1% of young men state that their father or grandfather works in this field.

The high proportion of women is also confirmed by statistics: According to the Federal Employment Agency figures from July 2022, over 70% of individuals working in the social sector are women. According to the IU study, this high female presence barely influences the perception of male students regarding social professions: Only 24.4% of the surveyed students agree that “social professions are more for women than for men”. “As the study's stereotype check shows, the high percentage of female professionals does not necessarily lead young men to think that social professions are typical female professions. However, both male and female role models are needed in the education and social sectors. This includes gender as well as other dimensions, such as disability, migration background, or sexual orientation,” says Prof. Dr Fabian van Essen.




THE PROFESSION OF KINDERGARTEN TEACHER IS A FAVOURITE AMONG YOUNG MEN

Despite the general lack of male presence in the social field, the role of an educator is highly favoured among the surveyed students: Among the 21.8% of respondents considering training or studying in the social sector, 26.2% would most likely choose to become kindergarten teachers. In second place, with 25.4% each, are the professions of educator or social pedagogue. Less popular are professions like media educator (14.6%) or school assistant (13.1%).

ABOUT THE STUDY

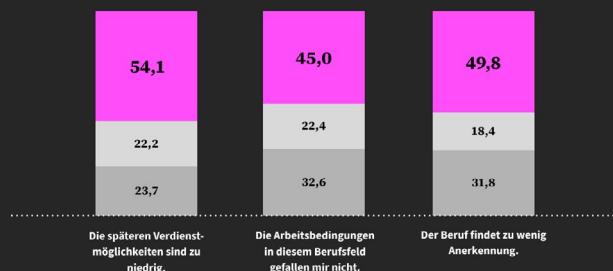
The IU short study conducted in October 2022 surveyed 620 male students, including those from different educational backgrounds such as secondary school, vocational school, and high school.

For more information, the factsheet of the IU short study is available [here](#) 

WAS HÄLT JUNGE MÄNNER VON SOZIALEN BERUFEN AB?

Bitte bewerte, wie sehr folgende Punkte Dich von einer Ausbildung oder einem Studium im sozialen Bereich abhalten könnten. In %

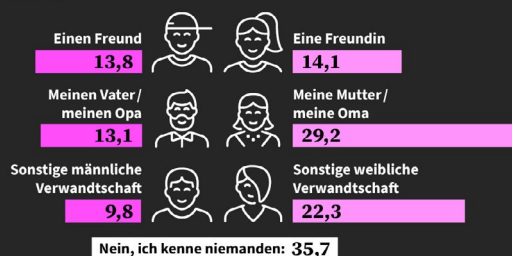
■ Trifft voll und ganz zu / trifft zu ■ Teils / teils ■ Trifft nicht zu / überhaupt nicht zu



Aufgrund von Rounding können marginale Abweichungen in den Prozentangaben auftreten.

VIELE KENNE PERSONEN MIT SOZIALEM BERUF. UND DIE SIND VOR ALLEM WEIBLICH.

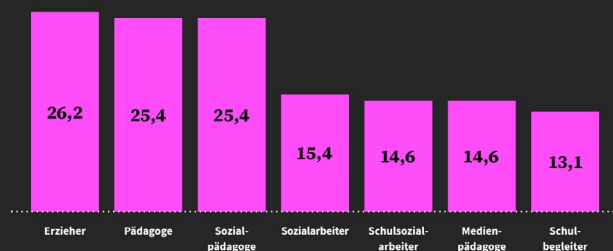
Kannst Du jemanden, der oder die im sozialen Bereich arbeitet? In %



© IU Internationale Hochschule, Kurzstudie „Soziale Berufe. Was junge Männer darüber denken.“ 2022

ERZIEHER. DER FAVORIT UNTER DEN SOZIALEN BERUFEN.

Du hast gerade angegeben, dass für Dich ein sozialer Beruf infrage kommt: Welcher wäre das? In %; nur Befragte, für die eine Ausbildung/ein Studium im sozialen Bereich eher infrage oder auf jeden Fall infrage kommt; Top-7-Nennungen



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INTERNATIONAL NEWS



INTERNATIONALITY

IN NUMBERS

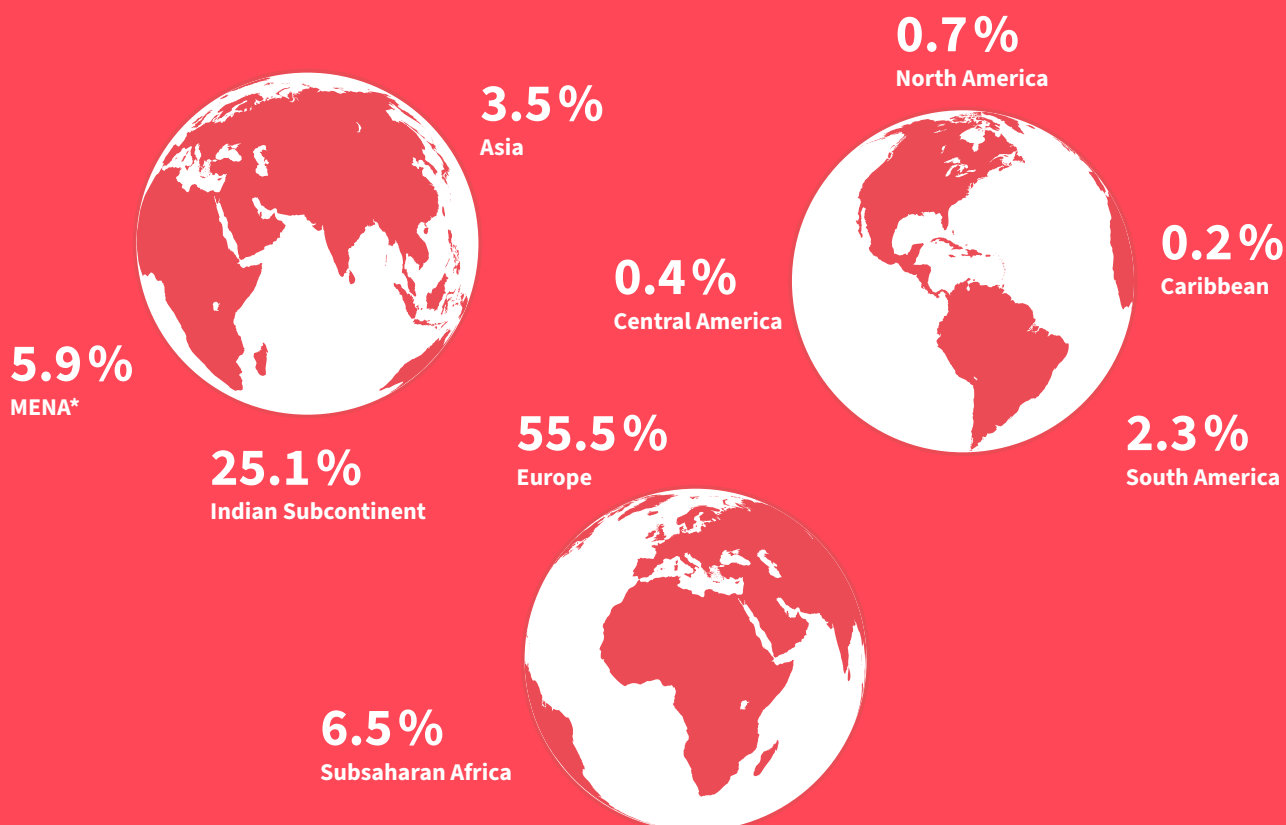
Students from

156 countries

TOP 8 OF INTERNATIONAL STUDENTS BY NATIONALITIES

1. India: 23.5%
2. Austria: 21.8%
3. Switzerland: 4.1%
4. Luxembourg: 4.0%
5. Italy: 3.5%
6. Türkiye: 3.4%
7. Poland: 1.8%
8. Croatia: 1.6%

ORIGIN OF INTERNATIONAL STUDENTS IN 2023

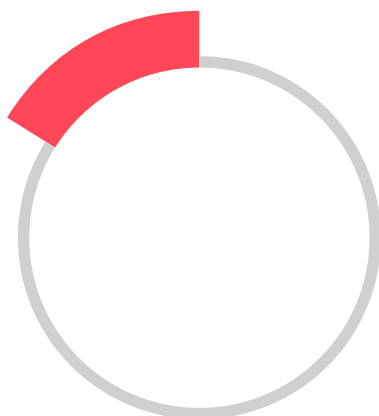


*MENA: Middle East and North Africa

PERCENTAGE OF INTERNATIONAL STUDENTS OUT OF ALL STUDENTS AT THE UNIVERSITY OF APPLIED SCIENCES

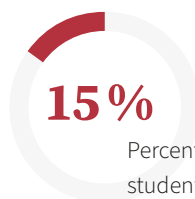
16.2 %

international
students



15 %

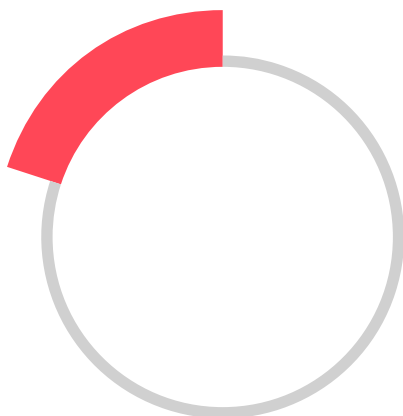
Percentage of international
students in Germany in
WS 2022/23



PERCENTAGE OF INTERNATIONAL FIRST YEAR STUDENTS OUT OF ALL FIRST YEAR STUDENTS AT THE UNIVERSITY OF APPLIED SCIENCES

20.1 %

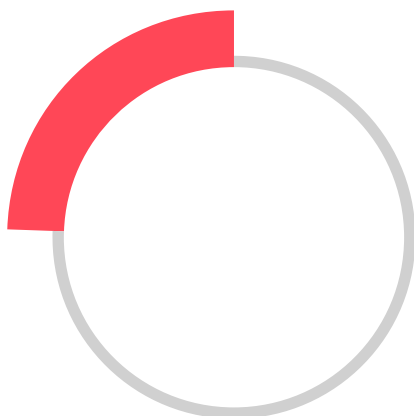
international
first-year students
out of all first-year
students



(Sources: IU internal figures from reporting period and Federal Statistical Office as of WS 2022/23)

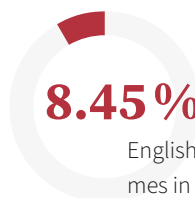
PERCENTAGE OF ENGLISH STUDY PROGRAMMES OUT OF ALL PROGRAMMES OFFERED

24.6 %



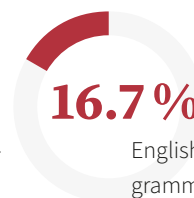
8.45 %

English study program-
mes in 2022: 1,790 out
of a total of 21,169
programmes



16.7 %

English study pro-
grammes at private
universities in 2022: 336
out of a total of 2,004
programmes



(Sources: IU internal figures from reporting period and HSI Monitor, profile data on university internationality as of 2022)


NEW ALLIANCE FOR STUDY AND WORK OPPORTUNITIES ABROAD

The newly founded Study Abroad Alliance offers students opportunities worldwide. They benefit from a learning model where they start their studies online at IU International University of Applied Sciences (IU) and complete them on the campus of a partner university. This not only saves them money but also gives them better chances of job placement and a residence permit in the host country.

Since December 2022, IU students can participate in the new Study Abroad Alliance. Through the new study alliances, students can start their studies at IU in their home countries online and complete them on the campus of one of nine partner universities worldwide. This new study model helps students save money on tuition fees and living expenses and enables them to stay in the host country after completing their studies. Students can choose between universities in North America, Europe, and Australia, with more study locations being added over time. Prof. Dr Florian Hummel, Pro-rector for International Affairs at IU, comments on the benefits of this model, “By collaborating with universities on a global scale, students benefit from a cross-border approach where every individual, regardless of their country of residence, has access to education. IU’s new Study Abroad Alliance offers opportunities to save money for a high-quality education and facilitates the move to the desired country, helping adult learners on the path to international employability and career success.”

The new Study Abroad Alliance combines online and onsite teaching and offers students a flexible approach. Students of the IU Study Abroad Alliance must complete a certain number of online semesters at IU before transitioning to the completion of semesters at the partner university of their choice, depending on the partner university. Due to the unique partnerships, all ECTS points are transferrable, and students receive a globally recognised, top-notch degree from the partner university upon graduation. After completing their studies, students interested in employment in their host country benefit from a simpler process to obtain a residence permit after studying, thanks to their previous study visa.

Carolina Fromm, Head of International Expansion at IU, explains: “We are excited to launch the new Study Abroad Alliance of IU, which allows even more students to fulfil their dreams and gain access to cutting-edge knowledge in their country of choice through an innovative study model. The tailored study alliance underscores the strength of IU’s global academic partnerships and helps shape our students into world-class talents.”

The Study Abroad Alliance of IU collaborates with institutions to provide students with internationally recognised, top-notch education. Students can study online at IU, which offers around 60 customisable online bachelor’s and master’s programmes in English, before choosing their study destination abroad. Partner universities include, among others, the International College of Management Sydney in Australia, the British Columbia Institute of Technology (Vancouver and Burnaby) in Canada, the Irish Dublin Business School, or St. Francis College in New York, USA. In addition to partner universities around the world, students also have the option to complete their studies entirely at IU in Germany (Berlin or Bad Honnef) as part of the hybrid study model. More information on the IU Study Abroad Alliance at: iu.org/lp/study-abroad-alliance .

THE IU WORCESTER COLLEGE OXFORD CERTIFICATE PROGRAMME

IU STUDENT AILEEN RABSAHL ON A UNIQUE STUDY ABROAD EXPERIENCE



From April 2 to 15, 2023, 72 students at IU International University of Applied Sciences (IU) had the opportunity to participate in a unique academic trip: they spent one or two weeks at Worcester College in Oxford, United Kingdom, taking intensive courses in Computer Science, Business Management, or Artificial Intelligence. Another group of 76 students was able to study at Worcester College from September 3 to 16.

Aileen Rabsahl also had the chance to be part of this unique educational trip. She is studying her master's in Internationales Management through distance learning at IU and took courses in "Leadership" and "Strategic Management" at Worcester College. She particularly enjoyed the intensive learning units and the exchange with her fellow students. She described the course setup: "We received a reading list in advance for preparation, covering the topics that were then worked on in person. The courses were much more intense, and

the topics were covered faster – since we didn't have other commitments, we could fully focus on studying." Students were able to earn five ECTS points for one week of studies.

In addition to their studies, participants enjoyed a rich leisure programme. "This included activities like a scenic gondola ride on the river, a trip to Cambridge and visiting some Harry Potter filming locations," the student said. "A special highlight was the closing ceremony including the awarding of certificates and a festive farewell dinner." When asked if the programme was worth it, she replied, "It was a great experience and a special time. For me, the programme definitely had a lasting impact, and I was able to gather new motivation for my studies and make valuable connections."

The IU Worcester College Oxford Certificate Programme will be offered annually in the future, helping students shape their career path positively. The total of

148 participants in 2023 already had the unique opportunity to study at Worcester College (University of Oxford). In the coming years, this programme will continue to allow IU students to expand their academic horizons: with intensive learning units where they can work directly on distilled knowledge. "I wish all my fellow students the opportunity to experience this as well and to experience the unique spirit in Oxford," Aileen Rabsahl concluded.

IU is proud that this programme has already enriched the academic paths of so many students.

MORE OPPORTUNITIES FOR STUDENTS THROUGH NEW INTERNATIONAL MEMBERSHIPS

To offer students even more international opportunities and experiences, IU International University of Applied Sciences (IU) has successfully applied for additional memberships. As the first German institutions, it is now a member of the Association of African Universities (AAU) and the only institution in the European Union (EU) to be an associate member of the Association of Indian Universities (AIU).


IU has further expanded its international cooperation and has been a proud member of two major university associations in India and Africa since spring 2023: As the first university of applied sciences in Germany and the EU, IU is now an associate member of the Association of Indian Universities (AIU). With its membership, IU continues its vision of providing access to education for all people to continue to develop. The AIU membership confirms to future students (and their parents) the excellent quality of education at IU.


With its membership in the Association of African Universities (AAU), IU follows its mission that every person should have access to education to grow. Through the new membership, IU can exchange knowledge and experiences with other institutions in a variety of areas and specialisations, such as personalised and hybrid learning – a central approach for IU's success. Furthermore, students can access the African Theses Database (DATAD), apply for scholarships, and take advantage of student exchange opportunities. Membership in the AAU enables IU to collaborate with African institutions, establish academic connections and exchanges, and improve the quality and access to higher education.

Dr Sven Schütt, Chief Executive Officer of IU, sees additional benefits in the international memberships: "IU's strong connection to India and African countries, including our thousands of students from there, fits perfectly with us. As an associate member of AIU and a member of AAU, our students benefit from an intercontinental approach that allows them to not only be better global students, but also world-class talents."

Technology-related programmes are particularly popular among international students, such as those from India. In addition to these programmes, students can choose from many other English-language bachelor's and master's programmes. They benefit from a personalised and hybrid learning model where the latest technologies and artificial intelligence are used in courses, including ChatGPT or the proprietary technological innovation named Syntea, a synthetic teaching and learning assistant developed by IU (see page 19).

For more information on the Association of Indian Universities and what it means to be an associate member, visit:

aiu.ac.in/index.php .

For more information on the Association of African Universities, visit: aau.org .

ORGANISATION AND STRUCTURE



SASCHA LOBO IS NEW ADVISORY BOARD MEMBER OF IU INTERNATIONAL UNIVERSITY OF APPLIED SCIENCES

THE DIGITAL EXPERT ADVISES ON QUESTIONS REGARDING ARTIFICIAL INTELLIGENCE

Sascha Lobo is a leading expert in digital topics and technologies as well as one of the leading figures in the current German debate on Artificial Intelligence (AI). The expert is impressed by the efforts of IU International University of Applied Sciences (IU) in AI-supported learning. By joining the advisory board of IU, Lobo joins a list of renowned advisory board members such as Jimmy Wales or Prof. Dr Tobias Bonhoeffer.



The journalist, bestselling author, and publicist Sascha Lobo is a new member of the advisory board of IU and advises them on the central strategic field of AI. The university of applied sciences is a pioneer in the application of AI in education.

Sascha Lobo is a visionary for digital topics and technologies. He has made a name for himself through his exceptional expertise and critical analyses in his column “Die Mensch-Maschine” (The Human-Machine) in SPIEGEL. In the current AI debate, Lobo is one of the leading experts when it comes to the opportunities and risks of AI – especially in the field of education.

The innovation power of IU as a provider of digital education is a significant motivating factor for Lobo to accompany IU on its global educational mission as a board member: “The crucial question is no longer whether – but only how exactly we in Germany and Europe use AI, and above all in the field of education. IU has recognised this and, more importantly, actively implements the insights. This was the main reason for me to work together with IU on this essential future topic. From my perspective, the concrete approach of IU, adaptive learning, is also the best method to sensibly merge education and Artificial Intelligence,” says Sascha Lobo.

“With his many years of experience in the digital world, Sascha Lobo is another exceptional talent to join our advisory

board. His extensive knowledge of current developments in digital topics and his ability to communicate complex issues clearly make him a valuable addition to the expert advisory board of IU,” says Dr Sven Schütt, Chief Executive Officer of IU.

INTERNATIONAL THOUGHT LEADERS ON THE IU ADVISORY BOARD

The advisory board of IU was newly established in June 2022 and consists of renowned personalities from science, business, and politics. They all share the IU vision of a future-oriented university education accessible to everyone and promoting future skills through digitised, personalised learning. With their expertise and diverse experiences, the board members advise IU on central strategic topics such as digital education.

The IU board includes Dr Frank Weise (former chairman of the German Federal Employment Agency and chairman of the IU board), Prof. Dr Tobias Bonhoeffer (neurobiologist and learning researcher), Ambassador Kamissa Camara (former Minister of Foreign Affairs and Minister for Digital Economy of the Republic of Mali), Dr Karina Montilla Edmonds (responsible for university and scientific relations at the software company SAP), Raffaella Rein and Lucy Stonehill (entrepreneurs in the field of digital education), Jimmy Wales (co-founder of the online encyclopaedia Wikipedia), and the newest member Sascha Lobo.

FEMALE PLAYERS OF THE GERMAN NATIONAL FOOTBALL TEAM BECOME AMBASSADORS FOR IU'S DISTANCE LEARNING PROGRAMME

With “IU Study Goals: Gemeinsam zum Erfolg” (“Together to Success”), IU International University of Applied Sciences (IU) launched a cross-media advertising campaign during the FIFA Women’s World Cup in Australia in the summer of 2023. National players Lea Schüller, Klara Bühl, Sydney Lohmann, and Nicole Anyomi, who study at IU alongside their professional sports careers, were part of the marketing campaign. For maximum visibility, cross-media content was played out during the Women’s World Cup.


One week before the start of the World Cup, IU had four women from the German national football team participate in a joint marketing campaign. Under the title “IU Study Goals: Gemeinsam zum Erfolg”, the aim was to increase brand awareness for IU. The campaign targeted people who have had no contact with or had not yet considered pursuing a degree.

As IU ambassadors, the professional footballers Lea Schüller (FC Bayern Munich), Klara Bühl (FC Bayern Munich), Sydney Lohmann (FC Bayern Munich), and Nicole Anyomi (Eintracht Frankfurt) shared their experiences in various media formats about their study and sports routine, sparking interest in the flexible learning opportunities of distance learning.





INCREASE IN BRAND AWARENESS WITH SHORT VIDEO CLIPS AND ADS

The multi-stage marketing campaign began with the airing of short video clips in which the players introduced themselves and their study programmes. Users were then targeted with additional videos in which the players explained their motivations for studying at IU. The third step was a performance campaign on Meta platforms like Facebook, Instagram and others. A [landing page](#)  highlighted the personal stories of the professional footballers on the topic of balancing career and studies, putting distance learning in the spotlight in a practical way. Through the campaign site, interested individuals had the opportunity to learn about IU and its study programmes and download informational materials.

“We wanted to use the time just before and during the World Cup to increase brand awareness for IU and awaken interest in studying. For this, we were able to engage four great football players who found their way to IU through their own motivation and want to recommend their distance learning programme to friends, acquaintances, and strangers,” says Alexander Krösser, Chief Marketing Officer at IU. “The young women are excellent testimonials who show how flexible it is to integrate a degree into one’s professional life and how important lifelong learning is to grow and realise one’s dreams. This is exactly what we want to encourage as many people as possible at IU to do,” says Alexander Krösser.

RAFFLE OF SIGNED IU HOODIES AND FOOTBALLS

Other measures during the campaign period included a social media sweepstake where IU hoodies and soccer balls signed by the footballers were raffled off. Blog posts about the players were published via Inside@IU, an online magazine for students in distance learning. Interviews with the German Football Association (DFB) women were broadcast on YouTube. Additional reach was to be generated through Instagram Reels and collab posts. Measures in customer relationship management in the form of mailings aimed at user engagement and maintenance, focusing on starting a study programme at IU.

The marketing campaign was developed independently by IU. It ended after the FIFA Women’s World Cup on August 20, 2023. As we know, the German team unfortunately exited the tournament early. However, the campaign was a success, according to Alexander Krösser: “Our campaign emphasised the passion for education and strengthened the connection between sports and studying. The raffle of signed IU hoodies and soccer balls was a resounding success, not only attracting attention but also promoting community bonding. The combination of social media, Inside@IU, YouTube interviews, and customer relationship management measures significantly contributed to this.”

CHANGES IN THE RECTORATE AND IN THE DEPARTMENT HEAD POSITIONS

CHANGES IN THE RECTORATE

There have been some unexpected personnel changes in the leadership of IU International University of Applied Sciences (IU). The longtime Pro-rector for Campus Studies, Prof. Dr Patrick Geus, a respected colleague who has been active in various roles at the university of applied sciences for many years, passed away suddenly in November 2022. He had significantly shaped the dual studies programme at IU for almost ten years and played a key role in its development. In the difficult and turbulent weeks following his death, Prof. Dr Dominique-Pascal Groß, Professor of Allgemeine Betriebswirtschaftslehre at the campus in Hamburg, initially took over. Currently, Prof. Dr Nicola Zech, professor of Tourismusmanagement in Munich, is serving as the acting Pro-rector for Campus Studies. Prof. Dr Michaela Moser, professor of Personalmanagement at the campus in Dusseldorf, is new to the rectorate as the acting Pro-rector for Distance Learning.

CHANGES IN DEPARTMENT HEAD POSITIONS

Currently, five out of nine department head positions at IU International University of Applied Sciences (IU) are held by women. According to a survey by the Verbraucherschutzbund Berlin/Brandenburg (Consumer Protection Association Berlin/Brandenburg) in August 2023, IU holds a top position in Germany: It is the only one of the surveyed institutions where more female than male individuals were elected to these leadership positions. The 50 largest German universities were approached, with 42 providing evaluable responses.

In October 2022, two new department heads were elected: Prof. Felix Klingmüller for the department of Design, Architecture & Construction, and Prof. Dr Brit Schneider for the department of Health. In spring 2023, some departments were structurally reorganised: the relatively small department of Transportation & Logistics was merged into the newly formed two departments of Business and Management. After subsequent elections in July 2023, Prof. Dr Kirsten Jäger for the Business department and Prof. Dr Esin Bozyazi for the Management department assumed office for the next two years. Together with Prof. Dr Stefanie Rödel (Human Resources department) and Prof. Dr Gabriele Schuster (Marketing & Communications department), the female heads now form a majority in the department head conference.



Prof. Dr Michaela Moser, Professor of Personalmanagement

FROM MOURNING TO ACTION

IU SPIRIT AWARD FOR INNOVATIVE STUDENTS IN MEMORY OF PRO-RECTOR PROF. DR PATRICK GEUS

With the newly announced IU Spirit Award, IU International University of Applied Sciences (IU) wants to honour their late Pro-rector Prof. Dr Patrick Geus. The price will be awarded for the first time in autumn 2023 and aims to recognise innovative ideas from the dual studies programme.

“After Patrick passed away, we thought about how we could honour what he had always shaped and implemented at our institution,” recalls Prof. Dr Peter Neumann, Professor of Tourismusmanagement in dual studies. Together with colleagues, especially the co-initiators Prof. Dr Julia Hilgers-Se-kowsky, Prof. Dr Regina Kostrzewa, Prof. Dr Felix Wölflle, and Dr Kerstin Janson, various ideas were discussed, discarded, and rethought. The keywords innovation, creativity, and practical orientation were the focus – values that, together with a lot of joy in the work, were central to the longtime Pro-rector Prof. Dr Patrick Geus in shaping the dual studies programme. To honour this, according to Prof. Dr Peter Neumann, was an important task for the university of applied sciences. “Then the idea came to us: Let’s develop an award, a competition, to honour the creativity of our students,” says Prof. Dr Peter Neumann. The unique feature: Unlike other awards at the institution, which focus on thesis works, the IU Spirit Award highlights current students and their projects.

The award aims to honour students of dual studies and their works that “think ahead” and have developed or already implemented innovative/creative projects, applications, initiatives, or campaigns. Eligible participants include students from all departments of dual studies at IU. Self-nominations as well as

proposals by third parties are possible. Individuals, groups, and cross-departmental interdisciplinary teams can apply. The award is endowed with a total of 1,000 euros. In addition, there are prizes in kind for all finalists and profiles of the winners in the media.

The first application round for the IU Spirit Award started in July 2023. After reviewing the submitted contributions, a jury and an audience award will be given at the end of 2023. The division is deliberate; while the jury, composed of various individuals from the institution, uses the criteria set for the award (innovative approach, level of innovation, relevance to dual studies) to make a decision, the nominated applicants also have the opportunity to pitch their projects to an audience, the university of applied sciences community. Unlike the jury, the audience decides spontaneously here. This can lead to different projects winning a prize, and it also increases the visibility of projects at the university of applied sciences, encouraging further discussion or even more projects. Prof. Dr Peter Neumann: “When we think about: What is actually the essence of dual studies besides earning a university of applied sciences degree? The essence is that we enable our students to become innovative and creative themselves. And to become fit for the future, whatever it may be.”



ENGAGEMENT

DIVERSITY AWARDS FOR THESES ON REFUGEES WITH DISABILITIES AND GENDER STEREOTYPES IN CHILDREN'S BOOKS

Katharina Babl and Maurice S. won the Diversity Award from IU International University of Applied Sciences (IU) for their theses in the bachelor's distance learning programme in Soziale Arbeit. The theses focus on the care of refugees with disabilities from Ukraine and gender stereotypes in Luxembourgish children's books.



GENDER STEREOTYPES IN CHILDREN'S BOOKS

„Von rosa Prinzessinnen und blauen Rittern – Die Konstruktion von Geschlechterstereotype und die Darstellung von Beziehungskonstellationen in den beliebtesten Bilderbüchern Luxemburgs“

(Pink princesses and blue knights – The construction of gender stereotypes and the representation of relationship constellations in Luxembourg's most popular picture books) – this is the title of Maurice S.'s award-winning bachelor's thesis from autumn 2022. "I noticed that gender roles in children's books are often portrayed with clichés: girls in pink, boys in blue," says Maurice S., father of a young daughter. "The relationship configurations are also traditionally depicted: there are fathers, mothers, and children, but no same-sex couples or single parents," he adds.

Children's books that break these patterns and make non-traditional family

models more visible do exist, but they have not yet reached the broad target audience. "The work shows that there is indeed a societal debate on gender and diversity, but these discussions are not yet sufficiently anchored in society and the media, nor are they being conveyed more to the younger generation," explains Nicola Schmidt-Geheb, IU's Equal Opportunities Officer.

CARE FOR REFUGEES WITH DISABILITIES FROM UKRAINE

How are refugees with disabilities identified and how can it be ensured that they receive the right support and referral to counselling centres in Germany? These were the questions Katharina Babl addressed in her thesis, which was honoured in spring 2023. "Through my work in refugee assistance at the Bavarian Red Cross, I became aware that refugees with disabilities do not receive enough support. The necessary laws and regulations are in place, but they are not always followed – partly due to the large number of refugees arriving in Germany simultaneously," says Katharina Babl.



Katharina Babl



Nicola Schmidt-Geheb

This led her to investigate the structural support through discussions with refugees in the Traunstein district, her hometown, in her Bachelor's thesis. "The thesis deals with a very sensitive and current issue. The various diversity perspectives convinced the jury, as did the derived recommendations for action," explains Nicola Schmidt-Geheb.

For the past five years, IU has presented the Diversity Award to strengthen the representation of the diversity research field in public perception. Staff from teaching, the examination office, departments, and the equal opportunities office make up a ten-member jury and select the best theses in the diversity field twice a year.

IU INTERNATIONAL UNIVERSITY OF APPLIED SCIENCES RECEIVES THE TOTAL E-QUALITY AWARD

The IU International University of Applied Sciences (IU) has been awarded the TOTAL E-QUALITY award for the first time in the fall of 2022. IU has received this award for its exceptional commitment to equality and diversity in its personnel and organisational policies.

The TOTAL E-QUALITY award is given for exemplary actions in organisational and personnel management aimed at equality by the TOTAL E-QUALITY Deutschland e.V. initiative. IU's Equal Opportunities Officer, Nicola Schmidt-Geheb, speaks about IU's approach: "With our vision 'Everybody can access education to grow' – meaning enabling access to education for all people to grow – we demonstrate an inclusive, egalitarian, and global perspective on our talents and align all our actions accordingly. Diversity and equality play a central role for us.

It is part of our self-understanding to promote students and employees, increase the number of female students, professors, and female executives, and respond to the needs of people with disabilities or other underrepresented groups." IU has underlined its commitment to societal diversity by signing the diversity charter. A clear zero-tolerance policy promotes respectful, prejudice-free behaviour within the organisation and combats any form of abuse of power, discrimination, harassment, or violence.



Tim Kaltenborn, Director People Organization & Culture, and Nicola Schmidt-Geheb, Equal Opportunities Officer at IU, at the award ceremony in Erfurt.

The association's award also recognises numerous measures and initiatives by IU to promote and treat their learners and employees equally – starting from reducing possible biases in the hiring and integration processes of new employees, to providing flexible working conditions (such as mobile work, working from abroad, sabbatical), and training for mental and physical health. “At IU, we live a ‘Culture of everyone, by everyone’. Only in this way can we create a working and learning environment in which everyone feels comfortable, contributes their strengths, and can develop further. Diversity fosters innovation, and innovations and creative solutions are the core of IU,” says Tim Kaltenborn, Director People Organization & Culture at IU.

Initiatives such as Women in Tech, the Study Access Alliance, as well as reduced barriers to access through studying without a high school diploma and without a numerus clausus, are opening up access to education for more and more people at IU and are making a significant contribution to educational justice. For five years now, IU has also been awarding the

Diversity Award to students to strengthen the representation of the diversity research field in public perception (see page 57).

The TOTAL E-QUALITY award is based on a voluntary self-assessment with jury judgement and is awarded for three years. Over 1,000 awards have been given out since 1997. TOTAL E-QUALITY has been recommended by the Federal Government of Germany since 2001 and is supported by renowned public figures (board of trustees). The association was founded in 1997 by representatives of large German companies with the support of the Federal Ministries of Education, Science, Research, and Technology, as well as Family, Seniors, Women, and Youth. It now has over 100 members. The award to IU was presented at a ceremony in Erfurt in the fall of 2022. The award is valid until 2024 and can be extended through a reapplication process.

For more information on diversity and equality at IU, visit: <https://www.iu.de/en/university/diversity> .

SUSTAINABILITY IN SHIPPING:

ALUMNI AWARD FOR LARS HOLGER ENGELHARD


The IU International University of Applied Sciences (IU) is proud to honour exceptional alumni who are changing society sustainably with their innovative solutions. One of them is MBA graduate Lars Holger Engelhard, who studied at IU from 2013 to 2015 and is the co-founder of Unleash Future Boats (UFB). For his significant contributions to emission-free shipping, he received the Alumni Award in the category “Sustainability” on February 15, 2023.

INNOVATIVE SOLUTIONS FOR SUSTAINABLE SHIPPING

Lars Holger Engelhard's vision to reduce the share of CO₂ emissions from European shipping from 3.7% to 0.0% has deeply impressed the jury of the Alumni Awards. Under Lars Holger Engelhard's leadership, UFB developed emission-free, autonomous ships with electric drives and fuel cells, which provide a sustainable alternative to conventional, environmentally damaging ships. These groundbreaking solutions have already received multiple awards and underscore the relevance of his work.

AWARD FOR SUSTAINABLE DEVELOPMENT IN SHIPPING


The Alumni Award in the category “Sustainability” not only recognises Lars Holger Engelhard's technological achievements but also his relentless efforts to positively influence the shipping industry and make a significant contribution to climate protection. This award is a recognition of his outstanding achievements and an incentive for the next generation of alumni to also advocate for a sustainable future.

Learn more about Lars Holger Engelhard and Unleash Future Boats' impressive success story in this video: [youtube.com/watch?v=XicSJ93bkOE](https://www.youtube.com/watch?v=XicSJ93bkOE) .



Emission-Free Shipping refers to the operation of vessels without releasing harmful emissions into the environment. This implies that during operation, no detrimental exhaust gases such as carbon dioxide (CO₂), nitrogen oxides (NO_x), or sulphur oxides (SO_x) are produced. Typically, this is achieved by utilising eco-friendly propulsion and power sources, such as electric drives, fuel cells, or renewable energies like wind or solar power. Emission-free shipping is a crucial leap towards mitigating the environmental impact of the maritime industry and combating climate change.

ADDITIONAL AWARDS

The Alumni Award also honours other outstanding alumni in categories such as Professional Success, Entrepreneurship, Digital Education Development, and Special Mention. More information at: [Alumni Award | IU International University of Applied Sciences](#) .

AWARDS AND SCHOLARSHIPS

BEST THESIS AWARDS

WINTER SEMESTER 2022/23

Aneliya Antova

Hospitality Management (B.A.)

- Thesis title: Behind the score: An evaluation of the environmental, social, and corporate governance assessment criteria (ESG) adopted by ESG rating agencies using a hospitality perspective

Carola Bayer

Controlling (M.A.)

- Thesis title: Controlling agiler Organisationen. Steuerungsansätze, Kennzahlen und Instrumente in der Praxis

Eglè Elvikis

Kindheitspädagogik (B.A.)

- Thesis title: Einfluss der Einstellungen und Überzeugungen von pädagogischen Fachkräften auf die Gestaltung früherer mathematischer Bildung

Sarah Feldmeier

Gesundheitsmanagement (M.A.)

- Thesis title: Gesundheitsökonomische Analyse der Neptunus eMotion Pulse Lavage im Vergleich zur alternativen Pulsed Lavage in der Endoprothetik. Ein multidimensionaler Ansatz zum medizinischen, ökologischen und ökonomischen Nutzen-Assessment

Amelie Glöckler

Soziale Arbeit (M.A.)

- Thesis title: Umsetzung der Inklusion in Kindertageseinrichtungen – praxisbezogene Hürden und Handlungsstrategien

Daniela Grahl

Wirtschaftspsychologie (M.Sc.)

- Thesis title: New Work – eine empirische Analyse zur Wirkung der Einflussfaktoren der individuellen Veränderungsbereitschaft von Beschäftigten auf das organisationale Commitment

Isabell Liewald

Bauingenieurwesen (B.Eng.)

- Thesis title: Konstruktive Umplanung des Dachstuhls einer Bestandsscheune des ehemaligen Gutshofs Berbisleben in ein stützenfreies System

Mai Vi Nguyen

International Management (M.A.)

- Thesis title: The Introduction of Self-driving/Full-automation Trucks to The EU Trucking Industry

Selina Pfoser

Heilpädagogik (B.A.)

- Thesis title: Demenz und das Selbst-System. Eine Analyse der Selbsterhaltungstherapie im heilpädagogischen Kontext

Natalia Rivera

International Management (M.A.)

- Thesis title: Enablers and barriers to the rollout of the COVID-19 vaccine: A qualitative study comparing vaccine allocation strategies in Germany and Ecuador

SUMMER SEMESTER 2023

Majd Al Hasan

International Finance & Accounting (M.A.)

- Thesis title: Impact of the green bonds on environmental sustainability

Janet Bertram

Soziale Arbeit (B.A.)

- Thesis title: Wie können Erkenntnisse aus Sozialer Arbeit durch die Erfahrungen Psychiatrie erfahrener Menschen ergänzt werden, um psychisch kranke Erwachsene bei der Teilhabe am sozialen- und Arbeitsleben zu unterstützen?

Jessica Boensch

Heilpädagogik (B.A.)

- Thesis title: Wie kann der Übergang von Kindertageseinrichtungen in die Grundschule für Kinder mit einer Autismus-Spektrums-Störung gestaltet werden?

Tadiwa Gerald Chidzidzi

Aviation Management (B.A.)

- Thesis title: Consolidation of Southern African national airlines as a solution to current challenges

Katharina Eichinger

Data Science (M.Sc.)

- Thesis title: AI-based Multilingual Text Simplification

Jana Eiteneuer

Personalmanagement (M.A.)

- Thesis title: Arbeit 4.0 – Orts- und zeitflexibles Arbeiten als Kriterium bei der Arbeitgeberwahl

Dorothee-Emanuela Gohr

Psychologie (B.Sc.)

- Thesis title: Mindfulness-Based Stress Reduction im höheren Alter – Eine empirische Analyse der Effekte und Potenziale von MBSR für Menschen ab 65 in Deutschland

Elina Hemling

Ernährungswissenschaften (B.Sc.)

- Thesis title: Ernährungsverhalten in der Schichtarbeit – Konzeptentwicklung für eine gesundheitsfördernde Mahlzeitengestaltung

Céline Heuer

Soziale Arbeit (M.A.)

- Thesis title: Frühkindlicher Spracherwerb bei Mehrsprachigkeit in der Pandemie. Eine qualitative Interviewstudie mit pädagogischen Fachkräften in Kindertageseinrichtungen

Marcel Hoffmann

Gesundheitsmanagement (B.A.)

- Thesis title: Krank im Homeoffice – Verbreitung von Präsentismus im Homeoffice und daraus resultierende Handlungsbedarfe des betrieblichen Gesundheitsmanagements

Marina Konstantinou

Soziale Arbeit (B.A.)

- Thesis title: Die Rolle der Schulsozialarbeit beim Begleiten der jungen Geflüchteten im deutschen Schulsystem

Annika Pickhardt

Marketingmanagement (M.A.)

- Thesis title: Männerbilder in der Werbung – Eine quantitative Analyse der Werbewirkung von Stereotypen im TV am Beispiel des Food-Werbemarktes

Anabelle Reimers

Psychologie (B.Sc.)

- Thesis title: Kompetenzorientierte Führungskräfteentwicklung im Rahmen des Onboardings: Ein qualitativer Leitfaden für die Eurowings Aviation GmbH

Lisa-Madeleine Schlotter

Digitale Transformation (M.A.)

- Thesis title: Digitalisierungskonzept für das After Sales Service-Geschäft von B2B-Unternehmen

Marc Schmidlin

Wirtschaftsinformatik (B.Sc.)

- Thesis title: Blockchain-basiertes Identitätsmanagement: Eine Analyse der Möglichkeiten und Herausforderungen

Markus Schmitt

Gesundheitsmanagement (M.A.)

- Thesis title: Gesundheitskompetenz bei Erwerbstätigen - Eine empirische Studie

Julia Vathje

Wirtschaftsinformatik (M.Sc.)

- Thesis title: Digital Design Thinking
– Status quo der interdisziplinären Zusammenarbeit in virtuellen Teams

Alexander Zunker

Bauingenieurwesen (B.Eng.)

- Thesis title: Nanostrukturierter Werkstoff Aerogel – Methodische Anwendung im Bauwesen

BEST ACADEMIC ACHIEVEMENT AWARDS

WINTER SEMESTER 2022/23

Aneliya Antova, Hospitality Management (B.A.)**Juliane Beckert**, Soziale Arbeit (B.A.)**Ahmet Heperkan**, International Management (M.A.)**Franziska Heß**, International Management (M.A.)

SUMMER SEMESTER 2023

Majd Al Hasan, International Finance & Accounting (M.A.)**Matteo Bertuzzi**, International Marketing Management (B.A.)**Jana Dördelmann**, Marketingmanagement (B.A.)**Katharina Fisch**, Mediendesign (B.A.)**Lea Guggenmos**, Soziale Arbeit (B.A.)**Pia Lechner**, Betriebswirtschaftslehre (B.A.)**Isabell Liewald**, Bauingenieurwesen (B.Eng.)**Felix Reichle**, Culinary Management (B.A.)**Rebecca Jacqueline Rosmüller**, International Management (M.A.)**Simone Scheiber**, Personalmanagement (B.A.)**Tobias Tran**, Wirtschaftsinformatik (B.Sc.)**Anna Wintersteiger**, Gesundheitsmanagement (B.A.)**Klara Zehnder**, Tourismuswirtschaft (B.A.)

DS TOP OF THE CLASS

Johanna Dir, Soziale Arbeit (B.A.)**Jennifer Häupler**, Marketingmanagement (B.A.)**Christine Helmker**, Marketingmanagement (B.A.)**Denise Hörmann**, Soziale Arbeit (B.A.)**Katharina Marpe**, Soziale Arbeit (B.A.)**Sophia Uldrian**, Tourismuswirtschaft (B.A.)**Lena Wynarski**, Tourismuswirtschaft (B.A.)

DS BEST BACHELOR THESIS

Nina Böttcher

Marketingmanagement (B.A.)

- Thesis title: Marketing im tertiären Bildungsbereich: Maßnahmen zur Gewinnung der Generation Z untersucht am Beispiel der IU Internationale Hochschule Duales Studium

Yagmur Carpar

Marketingmanagement (B.A.)

- Thesis title: Aufbau und Wirkung eines Content Hubs zur Verbesserung der SEO in einem Versicherungsunternehmen

Dilara Daglayan

Soziale Arbeit (B.A.)

- Thesis title: Schutzkonzepte in Mädchen*wohngruppen

Johanna Dir

Soziale Arbeit (B.A.)

- Thesis title: Professioneller Kinderschutz und seine rechtspositive Erfüllung – Entscheidungspraxis bei Kindeswohlgefährdung in der Kinder- und Jugendhilfe

Janne Eccard

Soziale Arbeit (B.A.)

- Thesis title: Taktile Wahrnehmungsstörungen bei Kindergartenkindern

Cindy Langfritz

Tourismuswirtschaft (B.A.)

- Thesis title: Up- und Cross-Selling in der Hotellerie – Auswirkungen auf die Gästezufriedenheit

Elena Meyer

Soziale Arbeit (B.A.)

- Thesis title: Chancen der systemischen Sozialen Arbeit im ambulant betreuten Wohnen für Menschen mit psychischen Erkrankungen

Sophia Uldrian

Tourismuswirtschaft (B.A.)

- Thesis title: Die Bedeutung von Customer Relationship Management im privaten Bildungssektor am Beispiel der IU Internationale Hochschule GmbH

ALUMNI AWARDS

2022

Dr. Monika Suryavanshi

Executive Director

Category: Professional Success

Christoph Kohler

Founder & Managing Director

Category: Entrepreneurship

Lars Holger Engelhard

Founder & Chief Executive Officer

Category: Sustainability

Christiane Lieb

Lecturer

Category: Digital Education Development

Laura Spies

Facilities Management

Special Mention (career in a field with high social impact)

PUBLICATION SCHOLARSHIPS

WINTER SEMESTER 2022/23

Martin Rüger

Master of Business Administration (MBA)

Distance learning

- Title: The Content Scope of Airline Sustainability Reporting According to the GRI Standards-An Assessment for Europe's Five Largest Airline Groups

Britta Schammer

Wirtschaftsinformatik (M.Sc.)

Distance learning

- Title: Erfolgsfaktoren von Plattform-Geschäftsmodellen: Exemplarische Analyse des Geschäftsmodells der Livesstreaming-Plattform Twitch

Rebecca Willms

Tourismusmanagement (B.A.)

Dual studies

- Title: Möglichkeiten einer Landesmarketingorganisation zur Besucher- und Nutzerlenkung in Zeiten von Overtourism und Crowding

Philipp Blumenstein

General Management (M.A.)

Distance learning

- Title: Development of key performance indicators of capital market-oriented entities in the Prime Standard since the introduction of DRS 20

Viktoria Brylka, Miriam El-Eblesch

Betriebswirtschaftslehre (B.A.)

Dual studies

- Title: (Kein) Abzug finaler Verluste aus Freistellungsbetriebsstätten?

Leah Esser, Tom Gray

Betriebswirtschaftslehre (B.A.)

Dual studies

- Title: Gewerbesteuerliche Einordnung doppelt ansässiger Kapitalgesellschaften

Maïke Willen, Kieran Fänger, Max Werthebach

Betriebswirtschaftslehre (B.A.)

Dual studies

- Title: Anwendung des § 44a Abs. 5 EStG bei Streubesitzdividenden

Julian Bernemann

General Management (M.A.)

Distance learning

- Title: Personal Information Management Systems nach TTDSG

Inken Krönert

Marketingmanagement (M.A.)

Distance learning

- Title: Social-Media Strategien für kleine Unternehmen am Beispiel von Bäckereien

SOMMERSEMESTER 2023

Jonas Reidick

Projektmanagement (M.A.)

Distance learning

- Title: DAS Projektmanagement-kontinuum

Felix Hübner

General Management (M.A.)

Distance learning

- Title: Determinants of Customer Recovery in Retail Banking – Lessons from a German Banking Case-Study

Sonja Wittig

Controlling (M.A.)

Distance learning

- Title: Online-Anwendungen zur Abgabe privater Steuererklärungen: Kritische Analyse der Möglichkeiten und Grenzen unter Berücksichtigung der Auswirkungen für Steuerberater

Felix Dühr

Wirtschaftspsychologie (M.Sc.)

Distance learning

- Title: Analyse von Erlösmodellen im E-Business der Games-Branche unter Beachtung der Produkttypen

Eugen Alberti

General Management (M.A.)

Distance learning

- Title: Short-Term Stock Performance of Health Care Companies in Times of Viral Epidemics and Pandemics

Celina Witte

Ernährungswissenschaften (B.Sc.)

Distance learning

- Title: Zielgruppengerechte Ernährungskommunikation – Eine Elternbefragung der baden-württembergischen Landesinitiative Bewusste Kinderernährung (BeKi)

Johanna van Stiphout

Master of Business Administration (MBA)

Distance learning

- Title: Luxury Hospitality and sustainability: an oxymoron or viable pursuit

Sarah L. Feldmeier

Gesundheitsmanagement (M.A.)

Distance learning

- Title: Lohnt sich klimafreundliche Beschaffung im Krankenhaus? Eine beispielhafte Betrachtung anhand von Pulse Lavage Systemen in Orthopädie und Unfallchirurgie

Jošt Merčon

International Management (M.A.)

Campus studies

- Title: Central Bank Digital Currencies and the Global Financial System – Theory and Practice

Frederick Gyasi

Data Science (M.Sc.)

Distance learning

- Title: Twi Machine Translation

CONFERENCE SCHOLARSHIPS

Since June 2023, ten conference scholarships for active conference participation have been awarded to students per calendar year.

Patrick Hilpert-Thiesen

Finance, Accounting & Taxation (M.Sc.)

Distance learning

- Title: Empirische Analyse der Risikoberichterstattung der DAX40 Unternehmen unter der Einflussnahme des aktualisierten Prüfungsstandards IDW PS 340 n.F.
- Conference: 3. Tagung „Digitale Transformation und Nachhaltigkeit in der globalen Finanzwirtschaft“, Salzburg, 18.–19.09.2023

Lorenz Mindner

Artificial Intelligence (M.Sc.)

Distance learning

- Title: Classification of Human- and AI-Generated Texts: Investigating Features for ChatGPT
- Conference: The 4th International Conference on Artificial Intelligence in Education Technology (AIET 2023), Berlin, 30.06.–02.07.2023

André Meyer

Game Design (B.A.)

Distance learning

- Game Jam organising team
- Conference: IU Fachtagung Gamepathy, Regensburg, 26.–27.10.2023

Anna Stommel

Game Design (B.A.)

Distance learning

- Game Jam organising team
- Conference: IU Fachtagung Gamepathy, Regensburg, 26.–27.10.2023

Franziska Scholl

Gesundheits- und Pflegepädagogik (M.A.)

Distance learning

- Title: Durchführbarkeit von Telephysiotherapie bei skoliotischen Veränderungen
- Conference: 7. Forschungssymposium Physiotherapie, Göttingen, 17.–18.11.2023

Susanne Krah

Public Health (M.Sc.)

Distance learning

- Title: Effektivität der medizinischen Kompressionstherapie bei der Heilung des venösen Ulkus: Eine Meta-Analyse
- Conference: Jahrestagung der Deutschen Gesellschaft für Phlebologie (DGPL), Duisburg, 06.–09.09.2023

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