

SUPPORT für die Lehre – Teacher Training in Higher Education

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Content

- Qualitätspakt Lehre (QPL)– Funding Improvements in Higher Education and Study Conditions
- Why was the program SUPPORT für die Lehre created?
- Program Overview 2013 – 2020
- Quality Criteria (German Association for Academic Development)
- Components of Curriculum
- Contents of the Program: Theoretical Foundation
- Key Dimensions of Teaching Quality
- Examples of Workshops / Advanced Modules
- Upcoming Components

Qualitätspakt Lehre (QPL)– Funding Improvements in Higher Education and Study Conditions

- Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung - BMBF)
- 2011 –2020
- 2 billion Euros
- More than 150 projects at several institutions of Higher Education in all of the federal states of Germany
- Funding of programs for teaching staff qualification as well as students´ support and their counseling

Why was the program SUPPORT für die Lehre developed?

- While academics usually are selected by their qualifications and credits in **research**
- ➔ Qualification for academic **teaching** often is yet to be acquired after academics take up their position at the university

What does **professionalization** of teaching in Higher Education mean?

- To apply findings of current research in teaching and learning
- To give best practice models of Higher Education
- To take into account the resources of the teachers
- To follow the quality criteria established by the German Association for Academic Development (dghd)
- To promote an active culture of teaching and learning as well as networking

Program Overview 2013 - 2020

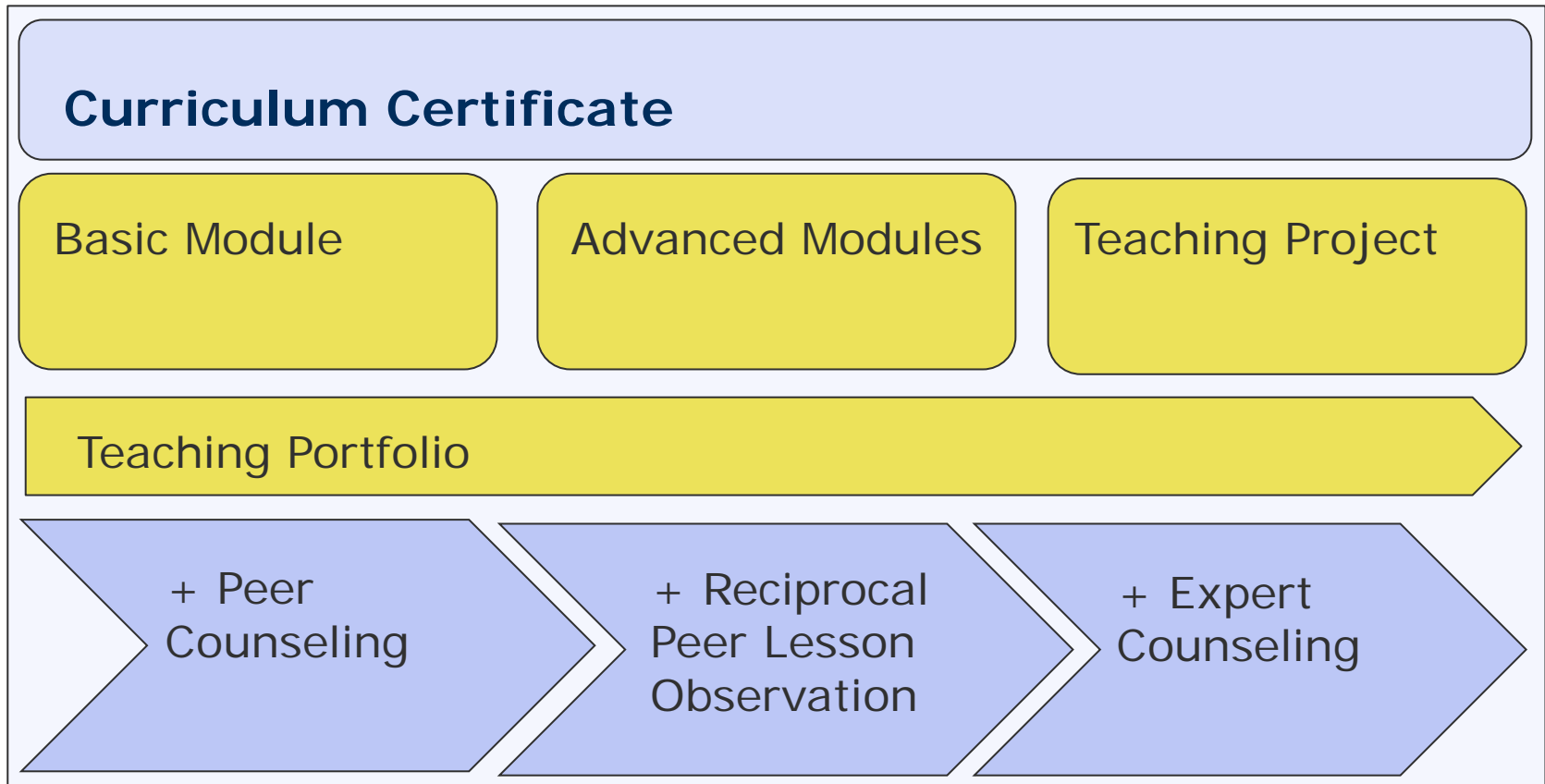
- **Target group:** Academic staff with little teaching experience (participation is voluntary)
- **Workshops offered all throughout the year**
 - more than 500 participants so far
 - more than 50 certificates issued
- **Requirements to complete the certificate**
 - Participation in approx. 23 full workshop days (over 3-5 semesters)
- **Survey among the program's participants:**
 - high levels of satisfaction with the workshops offered
 - recognition of trainer's teaching competence
 - Perceived growth in knowledge by the program's participants

Quality criteria (German Association for Academic Development)

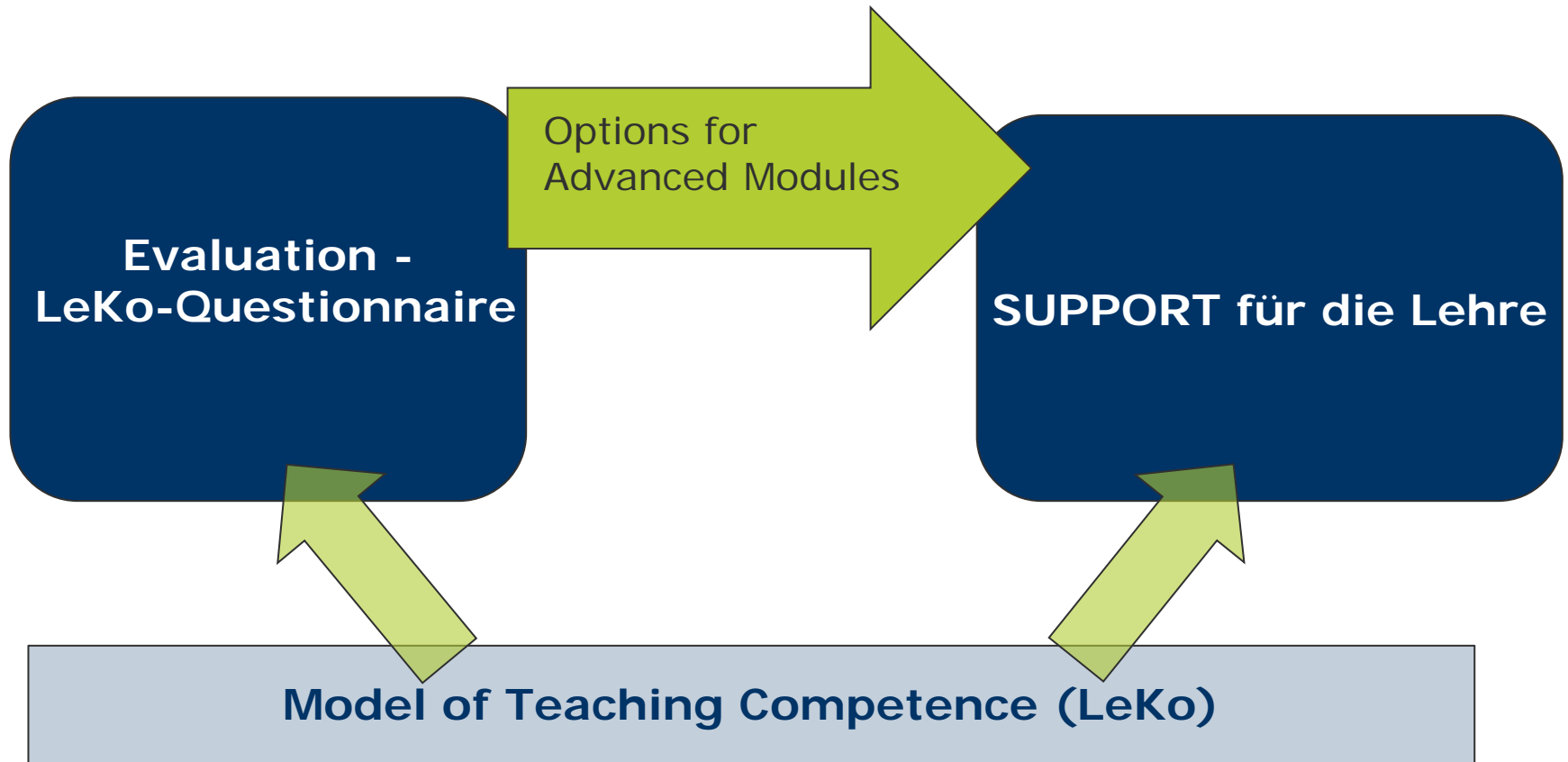
1. Focus on Higher Education
2. Support teachers in developing their **individual styles of teaching**
3. Support the **shift from teaching to learning**, the program's workshops functioning as models for good teaching
4. Focus on participants and their heterogeneity
5. Competence orientation, based on the principle of activity and relevance for practice
6. Guarantee **transfer of knowledge**
7. Incite evaluation, reflection and continuous improvement of participants' own teaching experience
8. Incite innovation and development of teaching
9. Support **peer-based exchange and learning**



Components of the Curriculum



Contents of the Program: Theoretical Foundation



Key Dimensions of Teaching Quality

Based on:
Slavin 1996, Helmke 2003, Ditton
2006, Kunter & Voss 2011

Applied on teaching in Higher
Education by Thiel, Blüthmann &
Watermann 2012

A. Conveying knowledge
and supporting
understanding

B. Motivating and
providing an environment
conductive to learning

C. Controlling the
interaction in learning
groups

Page 1 of 4
Questionnaire: test

Questionnaire: test

Dear participant,
this questionnaire will be recognized by a computer. Please mark your answers in the following way: ○ ⊗ ○
For correcting your answer, please fill the wrong answer completely: ○ ⊗ ⊗

SELF-EVALUATION

Interest and Previous Knowledge

	not at all true						exactly true
I had interest in the subject matter prior to attending the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had extensive knowledge in the subject matter prior to attending the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Course Demands

	far too low	rather too low	about right	rather too high	far too high
The scope of the course is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The difficulty of the course is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The speed of the course is...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EVALUATION OF THE TEACHING COMPETENCY

A Conveying knowledge and supporting understanding

Clarity and structure of presentations

The instructor...	not at all true						exactly true
... structured the course in a clear and comprehensible manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...clarifies the learning objectives prior to every lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...presents the course material in a clear and coherent manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

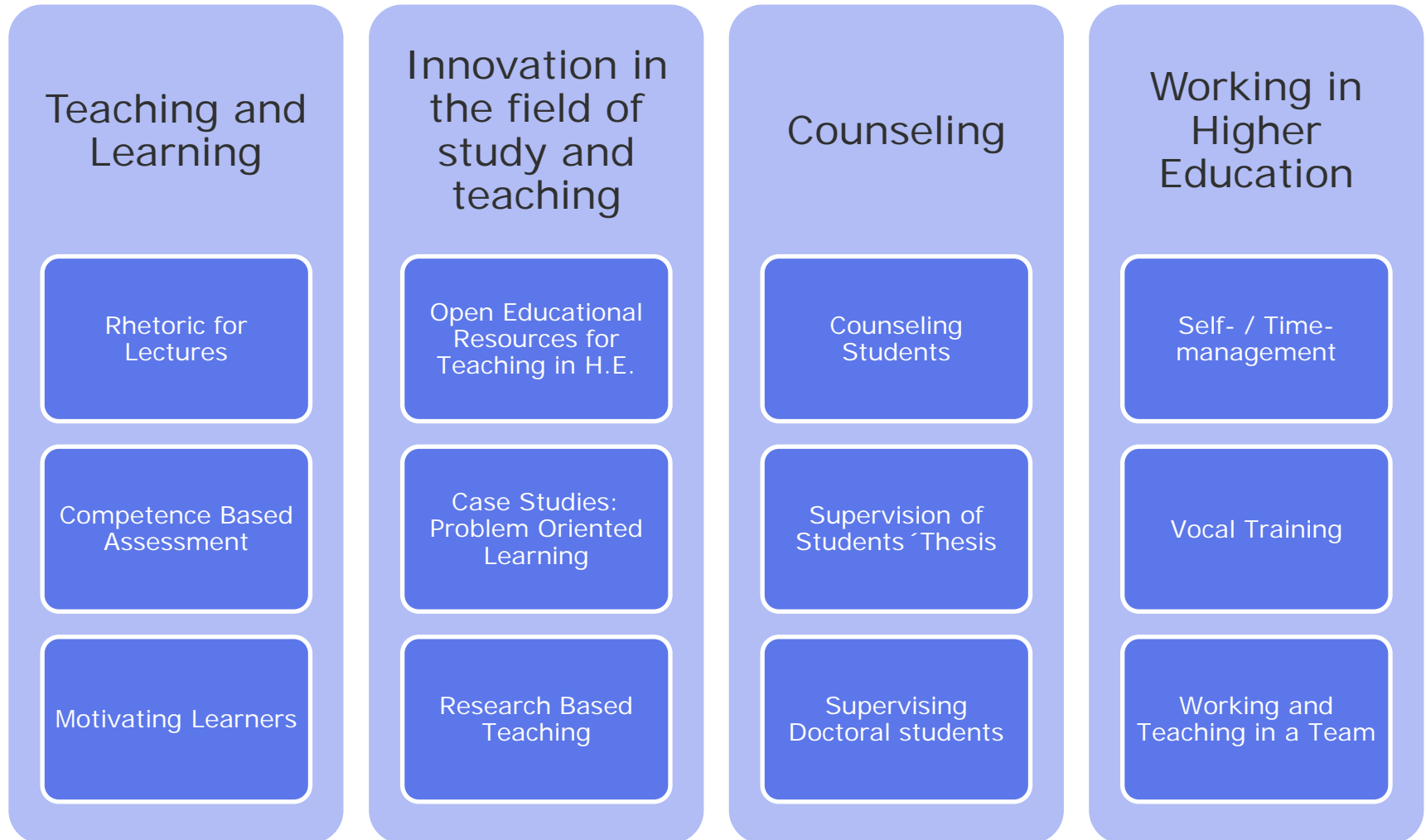
Comprehensibility of explanations

The instructor...	not at all true						exactly true
...explains new concepts clearly and comprehensibly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...helps foster understanding of complex topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...provides examples to deepen the understanding of the topics covered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...responds to student questions in a helpful and constructive way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Summarizing and connecting course material


The instructor...	not at all true						exactly true
...regularly summarizes the main contents of the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...explains how each lesson is connected to prior lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Examples of Workshops / Advanced Modules



Upcoming Components

WIKIS DER FREIEN UNIVERSITÄT BERLIN



Bereiche ▾ Personen Kalender **Erstellen** ⋮

Willkommen!


Dieses Wiki richtet sich an die Lehrenden der Freien Universität Berlin, die an unserem Programm teilnehmen. Sie finden hier Inspiration für Ihre Lehre und viele hilfreiche Tipps, Anleitungen und Handreichungen für die Realisierung Ihrer Projekte.

Alle Anregungen basieren auf den Dokumentationen bisheriger Lehrprojekte. Unsere Sammlung enthält Konzepte für Lehrveranstaltungen und einzelne Methoden.

Stöbern Sie einfach oder nutzen Sie die Suchfunktion. Tragen Sie mit Ihren Erfahrungen zu diesem Wiki bei.

Methoden

Hier erfahren Sie alles über das Modul Lehrprojekt



Konzepte



Thank you for your attention 😊