



Start > "ReflActive Teaching" Certificate

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### What's behind the certificate?

There are two main ideas behind the Certificate for Higher Education Didactics "ReflActive Teaching: conscious action in teaching". Firstly, those who already teach in higher education institutions can deepen their knowledge in the field of teaching and second, the certificate can be helpful for your career as proof of your teaching qualifications.

The university certificate "ReflActive Teaching" allows you to participate in discussions on traditions, innovations and teaching routines and to analyse these issues. Thematic workshops are embedded in a unifying systematic approach to your individual development in the field of higher education teaching.

Employees of Europa-Universität Flensburg Centre for Academic Continuing Education (ZWW) develop and organise this programme as part of the joint research project *MeQS (More quality through synergies - instructional development within the network of the University of Applied Sciences and the University)* between the University, the University of Applied Sciences Flensburg and the University of Applied Sciences in Kiel. This is done by taking on board any requirements that you send. It is also based on current research and lively discussions in the field of work and research of university didactics and related disciplines. Systematically reflected teaching is continually developing so is up to date and professional. This is particularly important for practice-oriented courses of study, such as teacher training, and for courses taught at the universities of applied sciences. Students are thus not only provided with knowledge but skills as well.

The foundation module was launched in July 2014. By this point you will have already completed your courses for the winter semester so will be able to start with the initial planning of the structure and design of your actual course before the semester break. You will be able to plan your lecture(s) effectively during the workshops. Specific topics will be dealt with in depth during these workshops commencing in autumn 2014.

### Who are they aimed at?

We would like to invite all lecturers/teaching employees at Europa-Universität Flensburg to exchange new ideas and discuss existing knowledge on one of our various courses.

### What are our expectations for the programme?

Higher education didactic continuing education is based on

- › The interests and needs of university scientists
- › their teaching or learning experiences
- › the challenges in teaching and learning
- › the resulting practical demands requiring action
- › current science-based research trends in higher education didactic research and their reference disciplines.

We want to provide you with opportunities to exchange ideas, discuss experiences as well as networking opportunities amongst lecturers.

### What are the objectives of the programme?

The certificate programme "ReflActive Teaching" aims to promote the abilities, skills and knowledge that are required in university teaching for the professional design of its central tasks.

Further development of teachings skills is supported in various ways:

- › by optimising the actual teaching situation and, subsequently, the study conditions
- › by encouraging and developing a learning culture that takes into account current demands and innovative forms of teaching to meet students' needs
- › by creating time and space for self reflection and role reflection so providing the structure for development of a professional self-image.

The competencies include the following tasks. These can be found in the subject areas of the certificate programme listed on the right.

Task	Topic
Innovative development of teaching in a subject and interdisciplinary teaching	Higher education didactics and adult education
Dealing with potential challenges of a heterogeneous student body	Similarities and differences

Designing teaching and lectures to support learning	Methods and media
Goal-oriented advice to students regarding the learning process and supervision of learning situations	Guiding and advising
Examining in a learning target oriented, transparent and fair manner. Different evaluations of teaching to increase the quality of the learning process.	Examining and evaluating

## The added value of the certificate

The certificate programme is similarly structured to other German continuing education programmes in Higher Education Didactics. It consists of 180 units (AE); 60 units per module. Teachers will be able to take part in all the events that form part of the certificate programme in two to four semesters. Please see Table 1 for atypical programme schedule commencing July 2014.

The heart of the programme is what makes it special. You will focus on reflecting and developing your own teaching personality to a greater extent. By providing an opportunity to sit in on lectures and providing peer consultation during the foundation and advanced modules, the process of reflecting and developing your own teaching personality is placed at the centre of the programme and is accompanied by discussions and workshops. Participants have to choose in-depth workshops (in both the foundation and advanced modules) from any of the five topics listed below. These will start in the winter semester 2014/15 and will take place every week between Thursday 2 pm and Friday 6 pm in the new training room in the Library, ZHB 111. Keep these dates in mind when you do your course planning.

To get the most out of this programme, you should attend modules consecutively. Framing it within a systematic personal and collegial reflection allows you a constant, conscious and active transfer between the content of the workshops and your own teaching. You can also participate in the whole certificate programme once you have attended some of these workshops and gain credits for the workshop already attended. In such a case the systematic framing will probably take effect differently or not to the full extent.

There is also a weekly consultation hour for lecturers. As from February 2014 this takes place during the lecture period on Tuesdays between 2.45 pm - 4.00 pm in room 135 of Extension Building EB 135. All lecturers may use this service without appointment.

Organisation, content, and format of the Certificate Programme is constantly being developed further to take account of requirements and suggestions by means of student and speaker evaluations specifically designed for this purpose.

## Overview over the Certificate programme/Modules

Below you can find a typical schedule of the Certificate Programme in Higher Education Didactics. Later entry into the programme is possible at any time. We are also happy to credit any Higher Education Didactics courses that you may have attended at the Centre of Continuing Education or at any of our partnership institutes. If you have any questions please do not hesitate to contact Ms. Anke Köhler.

June/July 2014	Winter Semester 2014/2015	Summer Semester 2015	Winter Semester 2015/2016
Foundation module	Foundation module	Advanced module	Transfer Module
<ul style="list-style-type: none"> <li>▶ Preliminary discussion and registration for the programme</li> <li>▶ Block seminar "How to plan and design a lecture"</li> </ul>	<ul style="list-style-type: none"> <li>▶ Consultation, sitting in on lectures and reflection</li> <li>▶ 20AE foundation workshops (<b>after registration</b>; Thurs &amp; Fr in ZHB 111)</li> </ul>	<ul style="list-style-type: none"> <li>▶ 60 AE advanced workshops (<b>after registration</b>; Thurs &amp; Fr in ZHB 111)</li> </ul>	<ul style="list-style-type: none"> <li>▶ Consultation &amp; sitting in on lectures</li> <li>▶ Discussion</li> </ul>

Table 1. Typical schedule of the Certificate Programme commencing summer 2014

<p><b>Foundation Module (60 AE)</b></p> <p>At the end of the lecture period you will attend a block seminar during which you will examine in detail the multifaceted topics regarding planning and holding lectures. We will also deal with issues relating to your specific lectures in the next semester. You will use the time spent in the workshop planning and preparing your lecture. With the support of the Higher Education Didactics team and your peers can you could adapt established lectures or plan an experimental format for a new event.</p> <p>At the beginning of the following semester classes we will then hold a meeting to arrange for you to sit in and observe a lecture. This observation will be accompanied by a structured, preliminary consultation and a sound, constructive evaluation according to agreed priorities. You will then visit two workshops of your choosing to augment your knowledge.</p> <p>At the end of this module you will submit a short written consideration (of your observations).</p>
<p><b>Advanced module (60 AE)</b></p> <p>You must select your key areas from the programme.</p> <p>In the subject area "Methods and media" at least 20 AE must be completed for this module. The Advanced Module comprises up to two sessions per topic on your AE.</p> <p>You may attend as many of courses offered through MeQS (once you have registered successfully for each course) as you like.</p>
<p><b>Transfer module (60 AE)</b></p> <p>The focus of this module is an in-depth reflection of your learning progress during the two previous modules. During the semester there will be further practical experience (sitting in on lectures) and consultation and evaluation. Alternatively there is an option of drafting an entire teaching plan for one semester, test it as far as is possible and evaluate it. Finally, in both cases, your developments in various areas of Higher Education Didactics (based on your chosen key areas) will then be discussed during colloquium.</p>

## Course content and topics

The University Certificate Programme can help teachers to systematically expand the skills, abilities and knowledge required in academic education. The range of tasks listed form the foundation of the subject areas of the Certificate Programme and are based on recommendations made by the German Society for Higher Education Didactics.

### Higher Education Didactics and Adult Education

Some students already have diverse experience from previous studies, vocational training and working in practice in another field whereas others take up their studies straight after finishing school. In this programme you will deal with various topics in Higher Education Didactics, including learning models and methods of structuring teaching units, adult education, neuroscience, the legal framework and other educational systems used in Europe and worldwide.

In this subject area you will develop and extend your skills, abilities and knowledge that allow you

- › to teach at universities according to the stipulations of skill orientation and the constructive alignment
- › to act in accordance and develop teaching/learning processes within the framework conditions and challenges of teaching at universities
- › to align your own teaching with university teaching and link your teaching to your research within the context of university education
- › to refer to current learning theories, your own understanding of education and learning, didactic structures (higher education policy, within your university), subject-specific learning cultures and didactic teaching concepts and use these as a foundation for your own teaching.

### Literature

Cremer-Renz, Christa/ Jansen-Schulz, Bettina (2010) : Hochschule nach Bologna – Lernen und Studieren als Lebenshaltung. In: Cremer-Renz, Christa/ Jansen-Schulz, Bettina 2010 (Publisher): Innovative Lehre – Grundsätze, Konzepte, Beispiele der Leuphana Universität Lüneburg; Universitätsverlag Webler, Bielefeld S. 23-44

Flender, Jürgen (2008): Didaktik der Hochschullehre. In: Stelzer-Rothe, Thomas (Publisher) (2008): Kompetenzen in der Hochschullehre. Rüstzeug für gutes Lehren und Lernen an Hochschulen, Merkur Verlag, Rinteln S. 170-205.

Metz-Göckel, Sigrid (2005): Kollegialität und wissenschaftlicher Diskurs. Zur Neuorientierung der Hochschuldidaktik. In: Welbers, Ulrich/Gaus, Olaf (Publisher): The Shift from Teaching to Learning. Konstruktionsbedingungen eines Ideals. Blickpunkt Hochschuldidaktik, AHD, Bertelsmann Verlag, Bielefeld S. 227-235.)

### Similarities and Differences

This module also encourages discussion about how lecturers and students perceive themselves and how they are perceived by others. The heterogeneity of the people involved in an event can lead to interesting additions to their own field of expertise. Cultural awareness, physical and health related challenges, deviating life and career paths of students as well as teachers all have an impact on the individuals' perspectives of the subject and the event. The Europeanisation and internationalisation of society and the University opens up further challenges to be met as well as opportunities.

In this subject area you will develop and extend your skills, abilities and knowledge that allow you

- › to identify the diversity of students with regards to the Diversity-Dimension: gender, age, ethnic group, religion, sexual orientation, physical, psychological impairments and deal with their potential talents/gifts and challenges appropriately
- › to take into account students' cultural backgrounds, different learning experiences, languages and linguistic abilities both structurally and methodically and make use of this information
- › to deal with differences within the higher education system and society in order prevent any connected discrimination
- › to apply possible anti-discrimination strategies which can extend to individual teaching situations and contents of teaching
- › to integrate structural aspects of integration and aspects of content into their own teaching didactically and methodologically.
- › to discuss and reflect on teaching with colleagues within the framework of the course.

### Literature

Jansen-Schulz, Bettina (2012): Gender-Diversity und Transkulturalität. In: Cremer-Renz, Christa/ Jansen-Schulz, Bettina (Publisher) (2012) : Von der Internationalisierung der Hochschule zur transkulturellen Wissenschaft. Nomos Verlag, Baden-Baden.)

Jansen-Schulz, Bettina (2010): Hochschul- und Fachkulturen verändern durch Gender-Diversity-orientierte Hochschuldidaktik, in: Cremer-Renz, Christa/ Jansen-Schulz, Bettina (Publisher) (2010) : Innovative Lehre – Grundsätze, Konzepte, Beispiele der Leuphana Universität Lüneburg; Universitätsverlag Webler, Bielefeld S. 237-266

### Methods and media

Workshops: Working and shopping rolled into one? This is what you can expect of this module.

In this module you will gain an overview on defined issues such as the use of visualisations or body language, lecturing and presentation techniques for large and small groups, on how to change your own method of holding lectures from teaching students to accompanying them, on how the curriculum influences your teaching and vice versa, for instance in *constructive alignment*, as well as ideas on how to implement this information in practice. The use of media tools that are appropriate in terms of content requires a certain readiness on the part of the students to take risks and enjoy experimenting or tackling new challenges. Whether a foundation lecture, a seminar or practical semester - every event can be organised in various ways by using methodological and technical possibilities. In the course of the events offered as part of this module you will learn about the existing options provided by eLearning and its legal framework. Although a richer repertoire is necessary and more enjoyable, it must be remembered that content always comes first.

In this subject area you will develop and extend your skills, abilities and knowledge that allow you

- › to structure learning situations for students horizontally, vertically and in terms of content and, by doing so, promote individual learning
- › to plan and implement learning skills-oriented objectives
- › to promote individual learning within the specific educational environment, to "activate" students during the course of the lectures thus stimulating the learning processes
- › to make use of a large repertoire of situationally appropriate methods, by using presentation, group and individual methods, differentiated Instruction (e.g. stations), activating methods within larger groups (lecture theatres) and seminar-like groups to boost students' individual learning processes and key competencies
- › to encourage and guide students to think critically in a method-driven way
- › to make use of the media specifically adapted to the individual learning situation and use it as a learning support.

## Literature

Bremer, Claudia/Kohl, Kerstin (Hrsg.) (2004): E-Learning-Strategien und E-learning Kompetenzen an Hochschulen, Bertelsmann Verlag, Bielefeld.

Jaschinski, Christian (2008<sup>2</sup>): Grundlagen der Methodik. In: Stelzer-Rothe, Thomas (Publisher): Kompetenzen in der Hochschullehre. Rüstzeug für gutes Lehren und Lernen an Hochschulen, Merkur Verlag, Rinteln S. 206-226.

## Guiding and advising

In this module, you will discuss your questions about the professional and personal interactions with others that occur in difficult didactic or social situations during the course, for example in technical discussion regarding the transfer process from theory to practice, in learning advisory services or when instructing. The course also provides opportunities for lecturers and students to provide each other with feedback and develop further. The module also includes topics on how to support a tutor and how to organise consultation hours.

In this subject area you will develop and extend your skills, abilities and knowledge that allow you

- ▶ to advise students individually on skills so that they feel more secure when they take their exams
- ▶ to use methods and models that enable individual and collective support and advice
- ▶ to appreciate your role as a university tutor and leader and to act and respond appropriately according to the situation
- ▶ to communicate and guide with understanding to find practical solutions
- ▶ to critically reflect on your own and others' actions and to be able to change/influence their perspective
- ▶ to make optimum use of resources when prioritising and fulfilling internal and external demands and to act appropriately in difficult situations
- ▶ to act with self-assurance and teach complex topics in a professionally and didactically appropriate manner.

## Literature

Flender, Jürgen (2008): Didaktik der Hochschullehre. In: Stelzer-Rothe, Thomas (Publisher): Kompetenzen in der Hochschullehre. Rüstzeug für gutes Lehren und Lernen an Hochschulen, Merkur Verlag, Rinteln S. 170-205.

Wildt, Johannes (2006): Ein hochschuldidaktischer Blick auf Lehren und Lernen. Eine kurze Einführung in die Hochschuldidaktik. In: Brigitte Behrendt, Hans-Peter Voss, Johannes Wildt (Hrsg.). Neues Handbuch Hochschullehre A 1: Raabe Verlag, Stuttgart S. 1-10.

## Examine and evaluate

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... which shall mean that "Evaluation" does not have to mean the use of a centrally-issued lecture evaluation form in every kind of event just as "Exam" does not necessarily mean a written exam. A systematic record of relevant technical skills is indispensable in order to be able to further develop teaching formats in your own key areas. You can carry out tests and evaluations in various ways; writing, orally, electronically, with a whole group or focussed subgroup. You will examine structured and semi-structured examination and evaluation processes that provide feedback to challenges existing teaching and provide opportunities to change teaching methods.

In this subject area you will develop and extend your skills, abilities and knowledge that allow you

- ▶ to design skills-oriented exams as well as knowledge based exams
- ▶ to use your knowledge of exam types (state exams, OSCE, short tests etc.) to choose examination methods that are specific to each discipline( knowledge based and skills-oriented), develop exam questions, reflect on your own behaviour in exams and improve the organisation of the exam situation
- ▶ to deliberately use evaluation standards for exams, irrespective of discipline, as an important prerequisite for action
- ▶ to select types of examination appropriate to the learning objectives and apply formative and summative testing and evaluation methods in a goal-oriented manner

## Literature

Dany, Sigrid/Szczyrba, Birgit/Wildt, Johannes (Hrsg.) (2008): Prüfungen auf die Agenda!. Hochschuldidaktische Perspektiven auf Reformen im Prüfungswesen. Reihe Blickpunkt Hochschuldidaktik, Bertelsmann Verlag, Bielefeld.

Roloff, Sighard (2008): Prüfungen in der Hochschullehre. In: Stelzer-Rothe, Thomas (Publisher): Kompetenzen in der Hochschullehre. Rüstzeug für gutes Lehren und Lernen an Hochschulen, Merkur Verlag, Rinteln S. 310-342.

## Binding registration, participation and costs

MeQS, the cooperative project between Europa-Universität Flensburg, the University of Applied Sciences Flensburg and the University of Applied Sciences Kiel, enables you to attend the events offered as part of the University Certificate Programme RefActive Teaching once you have registered for the course. After registering on-line successfully you will receive an automatic confirmation.

Experience has shown us that by providing the following information we can provide you with a high quality programme in terms of content and method.

To ensure that the various events, in particular the interactive formats, do not become private discussions or lectures you must either *register or cancel up to two weeks before* the course commences (= "cancellation deadline"). Registration is binding. If we receive more registrations than there are places available, we will generate a waiting list in the same order as registrations are received. Should a space become available, we will inform those people on the waiting list in the same order. A space will be confirmed as we receive confirmation that you want to take the space, provided it is still available. Please note that if we receive too few registrations for the event, it will be cancelled.

If you do not attend the event and have not cancelled your space by the cancellation deadline then you will have to bear any costs. If you wish to cancel your place after the cancellation deadline you may nominate someone else to attend in your place. Alternatively ZWW will offer the space to those on the waiting list if there is one. If ZWW cannot fill the space, you will have to pay a cancellation fee of EUR 50.00.

## Contact

Please contact Anke Köhler during the consultation hour for higher education didactics if you have any questions, would like to register for the Certificate Programme or if you have any questions or issues regarding your training.

› without making an appointment

› during the lecture period Tuesdays between 2.45 pm and 4.00 pm in EB 135

As from winter semester 2014/2015 students must register for workshops online. The ZWW office deals with all organisational matters.

[Back to top](#)   [Page # 12730](#)   [Permalink](#)   05/28/2018

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