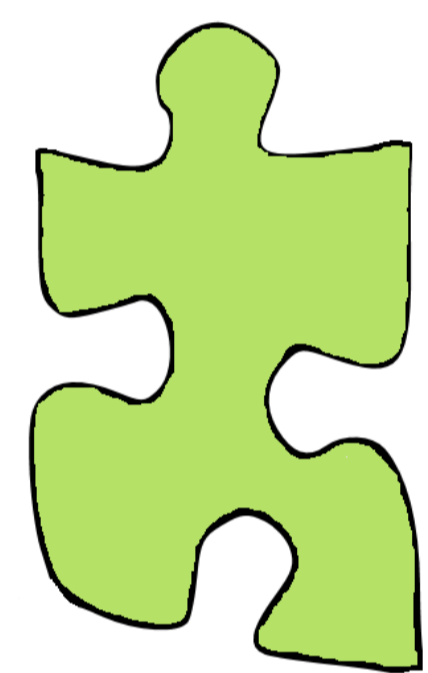
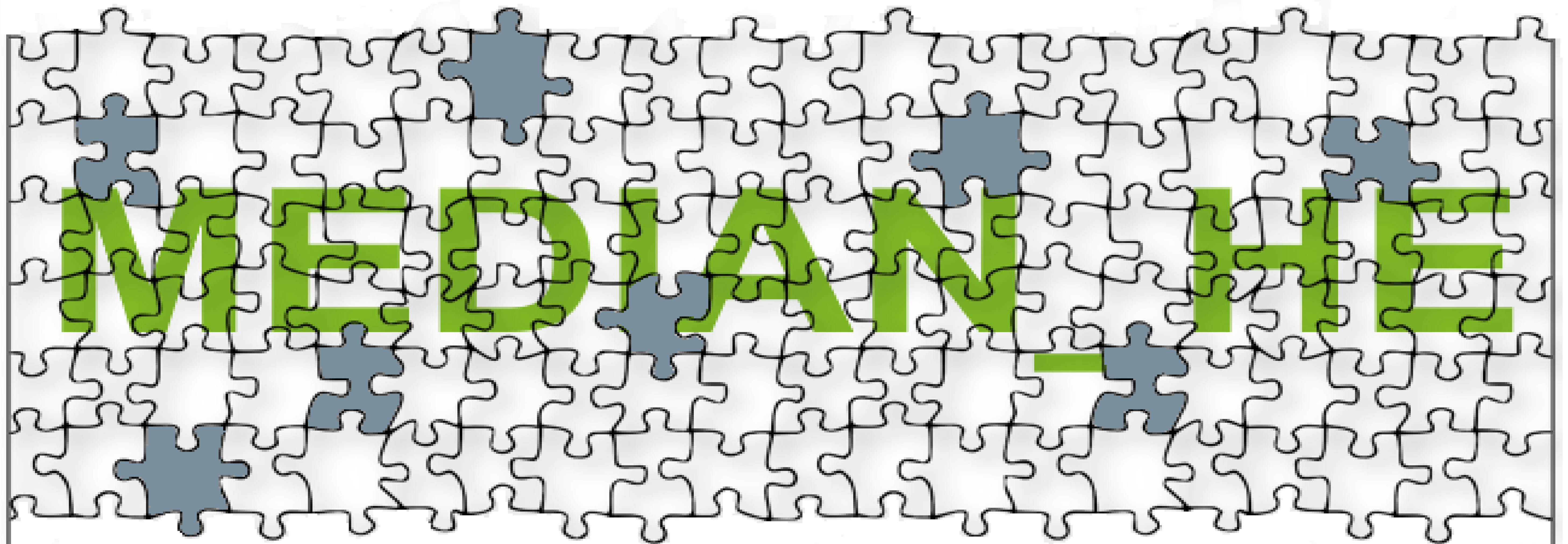


Today's students are tomorrow's teachers - A cultural change in teaching -

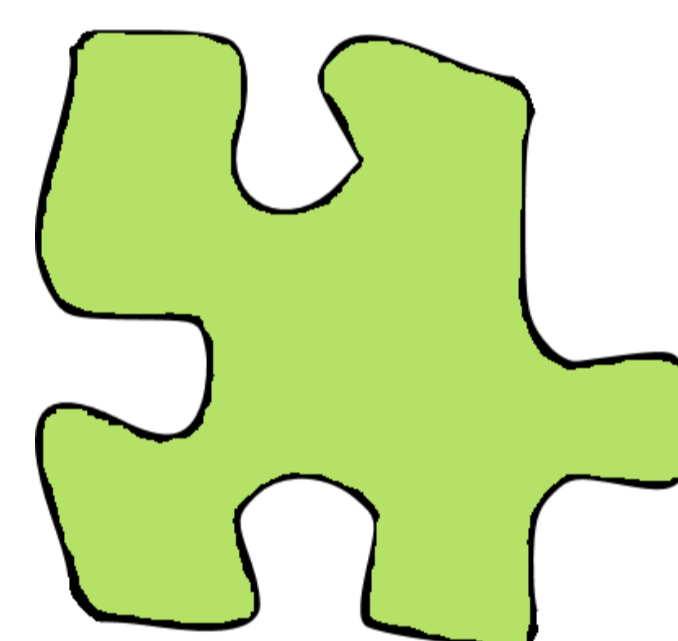
Establishing sustainable assessment in teaching requires "staying power" and a change of culture towards a cooperative and collaborative approach to both learning and teaching. To live and breathe this cultural change is what the concept of a study course for higher education didactics aims to implement. This is supported by various freely established and curricularly anchored components, which are closely interlinked throughout the course of study.

The poster presents the individual components of the concept as it is implemented in the MEDIAN_HE study programme.



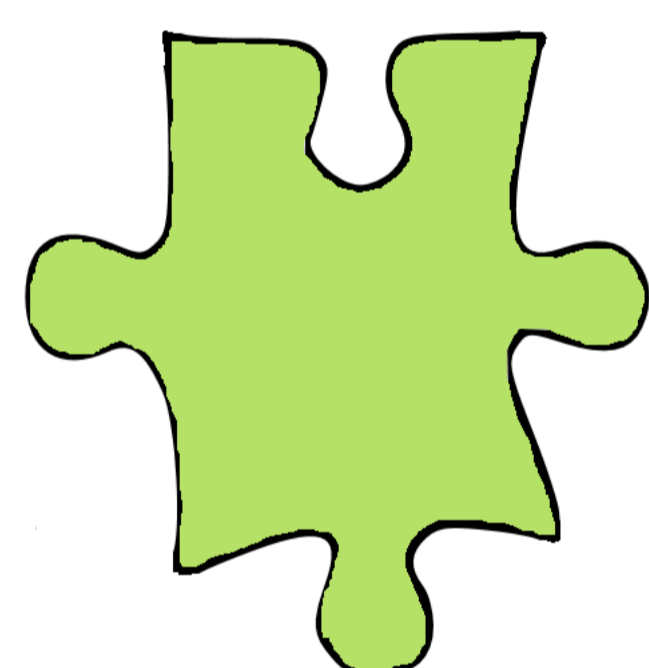
Assessment format ePortfolio

The ePortfolio allows the presentation of individual views and collections. Individually created artifacts can be combined in different formats (image, sound, video, text). Within this assessment format, the competence development of each individual student can be presented in a way that is appropriate to consider diversity. The course concept allows for the utilization of the ePortfolio platform beyond the accomplishment of course of studies. Hence, the artefacts can be further developed along the personal interests and needs for qualification thus implementing the idea of lifelong learning.



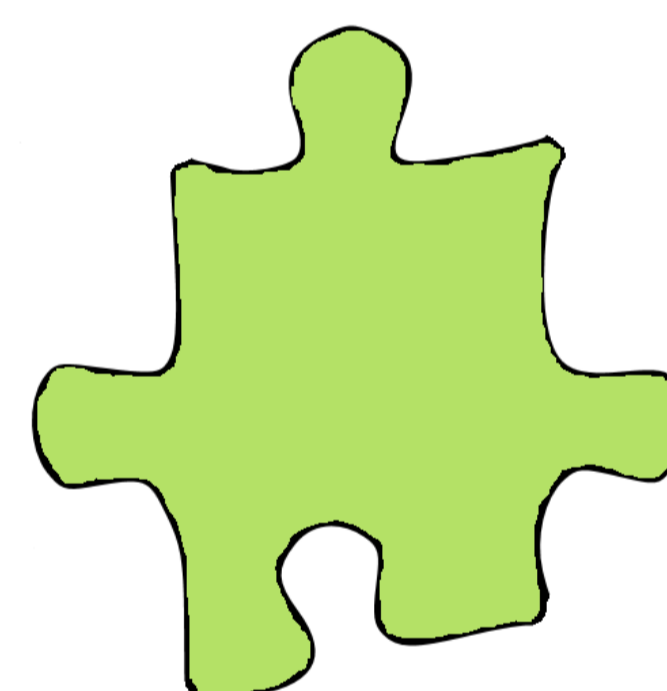
Feedback culture

A feedback culture is established at various points in the MEDIAN_HE programme. Giving and receiving feedback in the individual courses is practiced regularly at different levels and with various methods as a peer-to-peer practice among the students as well as in cooperation with teaching staff.



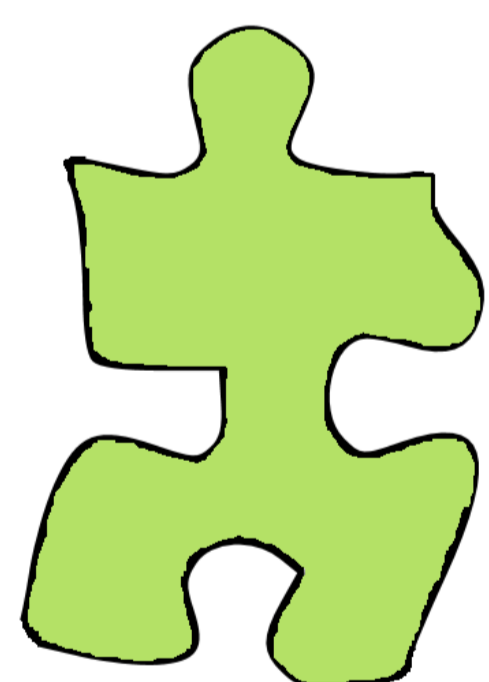
Formative assessments

The mostly formative assessments within the MEDIAN_HE programme allow students to experience process-accompanying examination. This enables students to work on their (portfolio) exams throughout the semester and to develop them along their individual learning process.



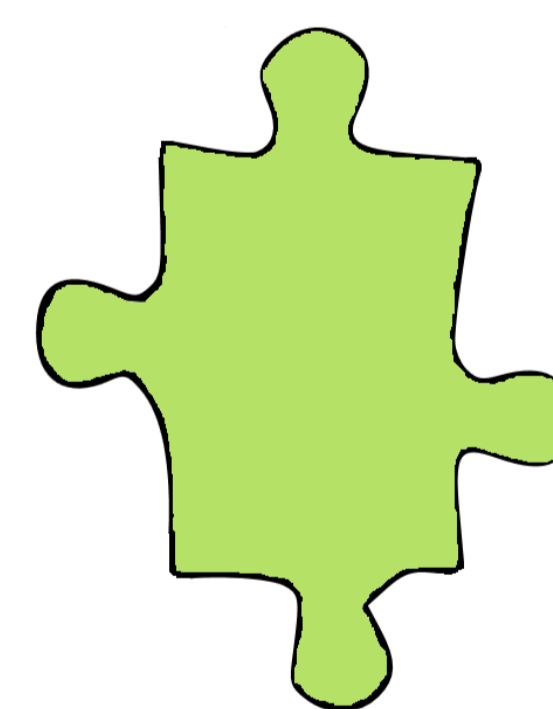
Curriculum workshop

The students' ideas are actively integrated into the curriculum development of the programme. A joint curriculum workshop is held annually with all students. It is particularly important to reflect on the challenges and benefit in order to develop useful ideas for the continuous development of the program.



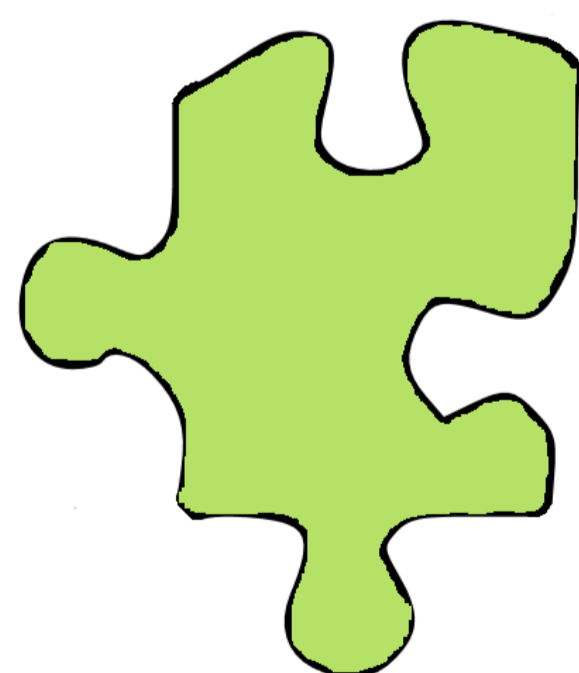
Dynamic design of artifacts

Artifacts are developed for different focal points depending on the courses. These are first revised and adapted in the different courses, but also continued throughout the entire course of study. Via versioning, development steps become visible. In this way it is possible to reflect on the individual development (in terms of content, design and media).



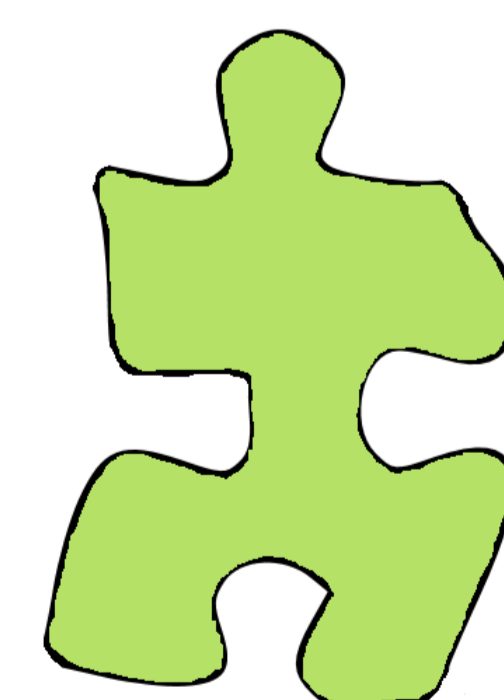
Cooperative and collaborative teaching and learning

The cooperative and collaborative work practiced continuously throughout the course of study fosters a culture of working, discussing and thinking together. Here, students have the opportunity to practice a collegial way of working with their co-students. Teachers are available as learning coaches. This reduces anxiety to ask questions and fosters joint creative work and a healthy basis of confidence between students and teachers.



Reflection of an individual learning process

We see the reflection of the individual learning process as a further component of the sustainable cultural change of the students. The individual development aspect has a particularly high priority in the course of study. Students are given the opportunity to reflect on their individual learning process in parts as well as on the whole within the different modules and with regard to the overall study course. In addition, the reflection is practiced on different levels and with different roles of the own person.



"Role models"

An important element in the process of cultural change is that lecturers exemplify the concepts taught in the programme. "Walk what you talk" is an important principal for all teaching staff, thus addressing the challenge to create a congruence between their own actions and words.

References:

- Biggs, J. and Tang, C. (2011). Teaching For Quality Learning At University (Society for Research into Higher Education), 4th ed. Open University Press.
Boud, David. (2000). Sustainable Assessment: Rethinking Assessment for the Learning Society. Studies in Continuing Education. DOI: 22. 151-167. 10.1080/713695728.
Degenhardt, M. und Karagiannakis, E. (2008): Lerntagebuch, Arbeitsjournal und Portfolio. Drei Säulen eines persönlichen Lernprozess-Begleiters. In: Neues Handbuch Hochschullehre, Griffmarke C 2.13.
Dreyfus, S.E.; Dreyfus, H.L. (1980): „A Five-Stage Model of the Mental Activities Involved in Directed Skill Acquisition“; <http://www.dtic.mil/dtic/tr/fulltext/u2/a084551.pdf>. Last accessed on 04.02.2020.
Richter, A. (2004). Portfolios als alternative Form der Leistungsbewertung. In: Neues Handbuch Hochschullehre, Griffmarke H 4.2

Prof. Silke Bock
Program Director MEDIAN_HE
Director of ZekoLL
☎ +49 (0)6031/604-5943
✉ silke.bock@muk.thm.de

Katharina Thülen (B.Eng., M.H.Edu.)
Degree Course Coordinator MEDIAN_HE
☎ +49 (0)6031/604-5947
✉ katharina.thuelen@muk.thm.de

Jil Marie Maruska
Assistant MEDIAN_HE
✉ Jil.M.Maruska@muk.thm.de

**THM**
TECHNISCHE HOCHSCHULE MITTELHESSEN



**CAMPUS
FRIEDBERG**

MuK
Management
und Kommunikation



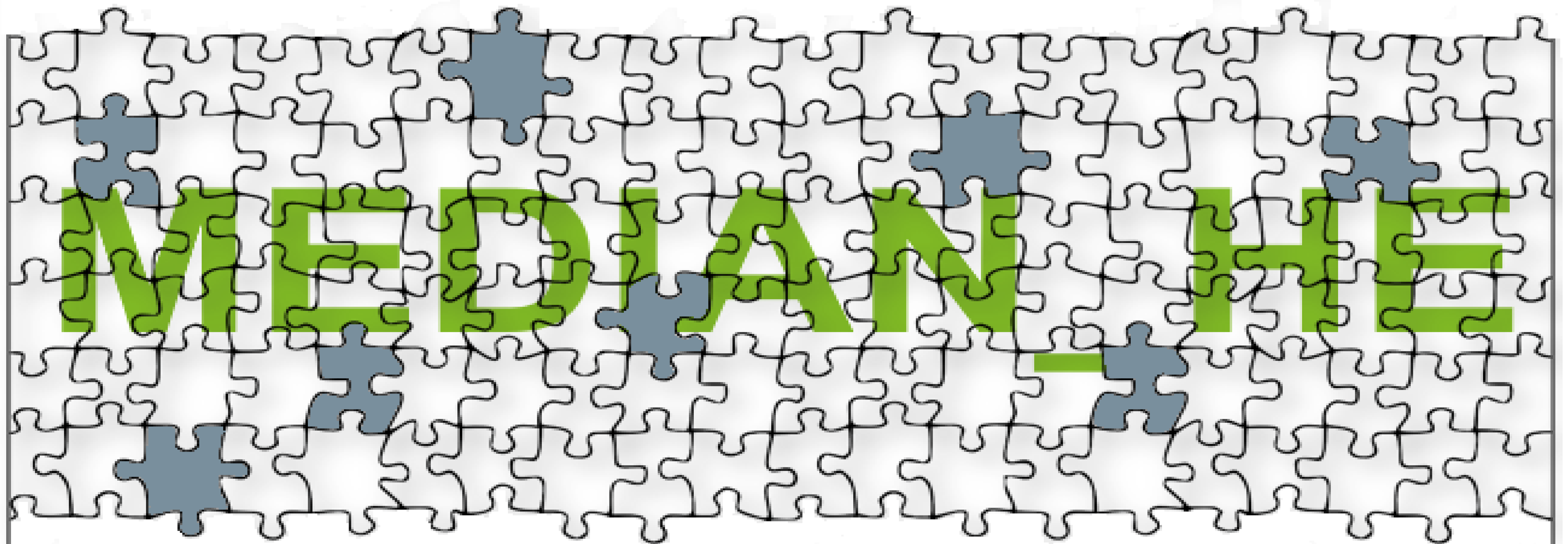
Gemeinsames Bund-Länder-
Programm für bessere
Studienbedingungen und mehr Qualität
in der Lehre

Förderkennzeichen: 01PL17034

Today's students are tomorrow's teachers - A cultural change in teaching -

Establishing sustainable assessment in teaching requires "staying power" and a change of culture towards a cooperative and collaborative approach to both learning and teaching. To live and breathe this cultural change is what the concept of a study course for higher education didactics aims to implement. This is supported by various freely established and curricularly anchored components, which are closely interlinked throughout the course of study.

The poster presents the individual components of the concept as it is implemented in the MEDIAN_HE study programme.



Assessment format ePortfolio

The ePortfolio allows the presentation of individual views and collections. Individually created artifacts can be combined in different formats (image, sound, video, text). Within this assessment format, the competence development of each individual student can be presented in a way that is appropriate to consider diversity. The course concept allows for the utilization of the ePortfolio platform beyond the accomplishment of course of studies. Hence, the artefacts can be further developed along the personal interests and needs for qualification thus implementing the idea of lifelong learning.

Feedback culture

A feedback culture is established at various points in the MEDIAN_HE programme. Giving and receiving feedback in the individual courses is practiced regularly at different levels and with various methods as a peer-to-peer practice among the students as well as in cooperation with teaching staff.

Formative assessments

The mostly formative assessments within the MEDIAN_HE programme allow students to experience process-accompanying examination. This enables students to work on their (portfolio) exams throughout the semester and to develop them along their individual learning process.

Curriculum workshop

The students' ideas are actively integrated into the curriculum development of the programme. A joint curriculum workshop is held annually with all students. It is particularly important to reflect on the challenges and benefit in order to develop useful ideas for the continuous development of the program.

Dynamic design of artifacts

Artifacts are developed for different focal points depending on the courses. These are first revised and adapted in the different courses, but also continued throughout the entire course of study. Via versioning, development steps become visible. In this way it is possible to reflect on the individual development (in terms of content, design and media).

Cooperative and collaborative teaching and learning

The cooperative and collaborative work practiced continuously throughout the course of study fosters a culture of working, discussing and thinking together. Here, students have the opportunity to practice a collegial way of working with their co-students. Teachers are available as learning coaches. This reduces anxiety to ask questions and fosters joint creative work and a healthy basis of confidence between students and teachers.

Reflection of an individual learning process

We see the reflection of the individual learning process as a further component of the sustainable cultural change of the students. The individual development aspect has a particularly high priority in the course of study. Students are given the opportunity to reflect on their individual learning process in parts as well as on the whole within the different modules and with regard to the overall study course. In addition, the reflection is practiced on different levels and with different roles of the own person.

"Role models"

An important element in the process of cultural change is that lecturers exemplify the concepts taught in the programme. "Walk what you talk" is an important principal for all teaching staff, thus addressing the challenge to create a congruence between their own actions and words.

References:

- Biggs, J. and Tang, C. (2011). Teaching For Quality Learning At University (Society for Research into Higher Education), 4th ed. Open University Press.
 Boud, David. (2000). Sustainable Assessment: Rethinking Assessment for the Learning Society. Studies in Continuing Education. DOI: 22. 151-167. 10.1080/713695728.
 Degenhardt, M. und Karagiannakis, E. (2008): Lerntagebuch, Arbeitsjournal und Portfolio. Drei Säulen eines persönlichen Lernprozess-Begleiters. In: Neues Handbuch Hochschullehre, Griffmarke C 2.13.
 Dreyfus, S.E.; Dreyfus, H.L. (1980): „A Five-Stage Model of the Mental Activities Involved in Directed Skill Acquisition“; <http://www.dtic.mil/dtic/tr/fulltext/u2/a084551.pdf>. Last accessed on 04.02.2020.
 Richter, A. (2004). Portfolios als alternative Form der Leistungsbewertung. In: Neues Handbuch Hochschullehre, Griffmarke H 4.2

Prof. Silke Bock
 Program Director MEDIAN_HE
 Director of ZekoLL
 ☎ +49 (0)6031/604-5943
 ✉ silke.bock@muk.thm.de

Katharina Thülen (B.Eng., M.H.Edu.)
 Degree Course Coordinator MEDIAN_HE
 ☎ +49 (0)6031/604-5947
 ✉ katharina.thuelen@muk.thm.de

Jil Marie Maruska
 Assistant MEDIAN_HE
 ✉ Jil.M.Maruska@muk.thm.de

THM
 TECHNISCHE HOCHSCHULE MITTELHESSEN



CAMPUS FRIEDBERG

MuK
 Management und Kommunikation

KIM
 Bundesministerium für Bildung und Forschung

Gemeinsames Bund-Länder-Programm für bessere Studienbedingungen und mehr Qualität in der Lehre

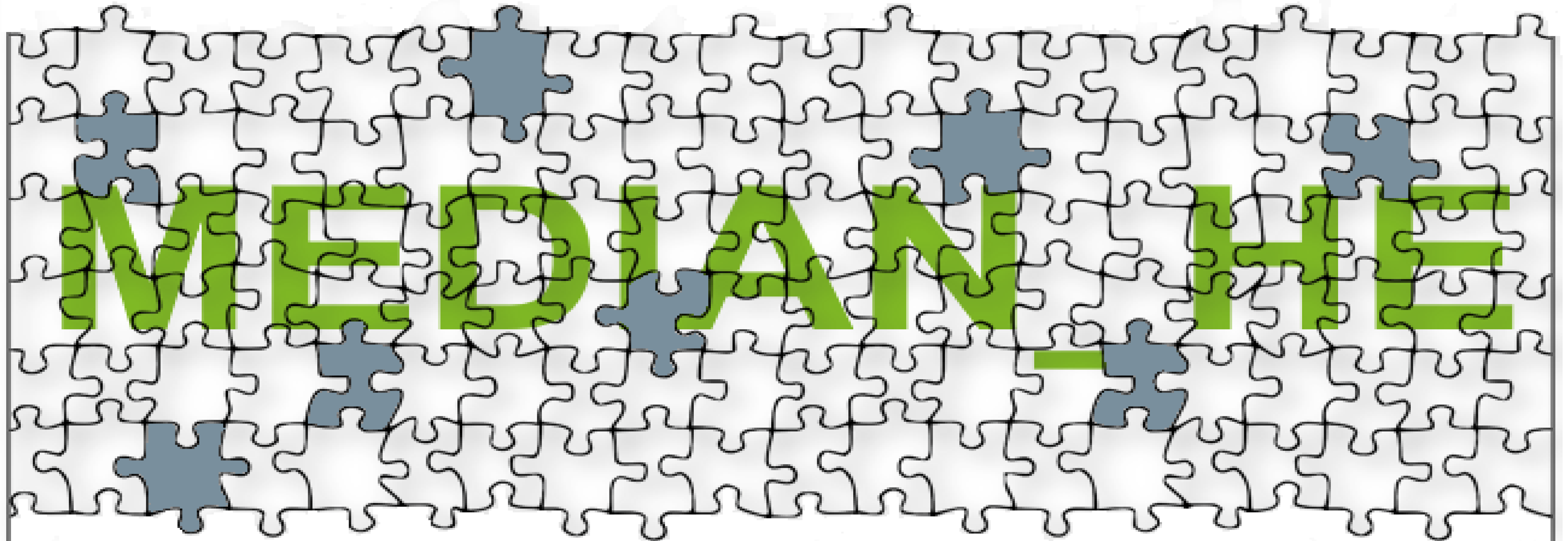


Förderkennzeichen: 01PL17034

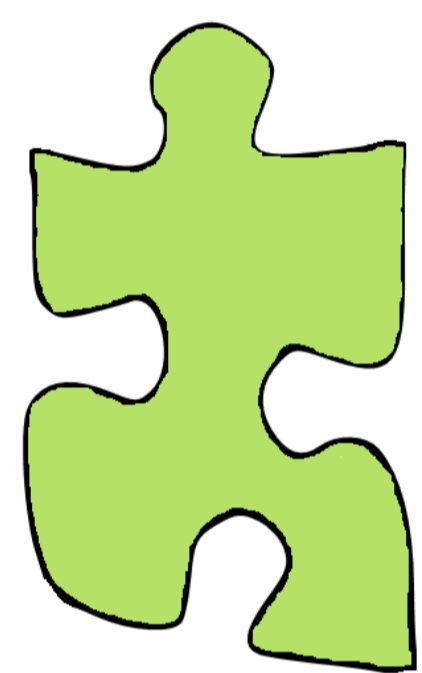
Today's students are tomorrow's teachers - A cultural change in teaching -

Establishing sustainable assessment in teaching requires "staying power" and a change of culture towards a cooperative and collaborative approach to both learning and teaching. To live and breathe this cultural change is what the concept of a study course for higher education didactics aims to implement. This is supported by various freely established and curricularly anchored components, which are closely interlinked throughout the course of study.

The poster presents the individual components of the concept as it is implemented in the MEDIAN_HE study programme.

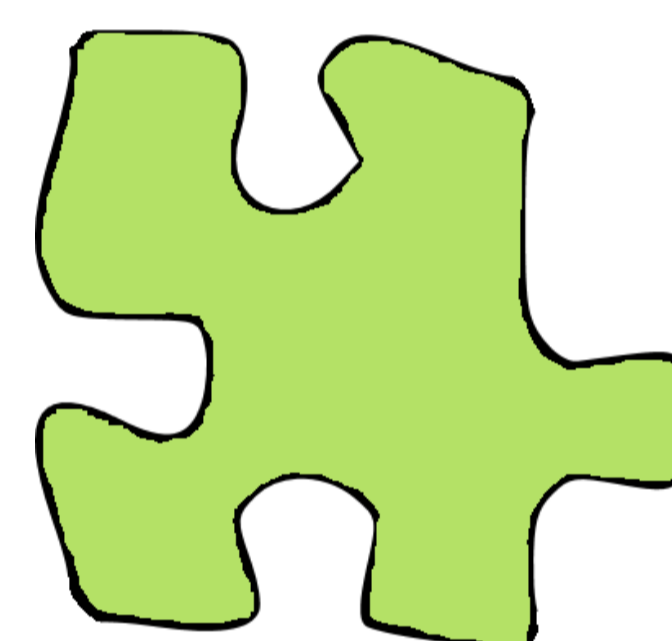


Assessment format ePortfolio



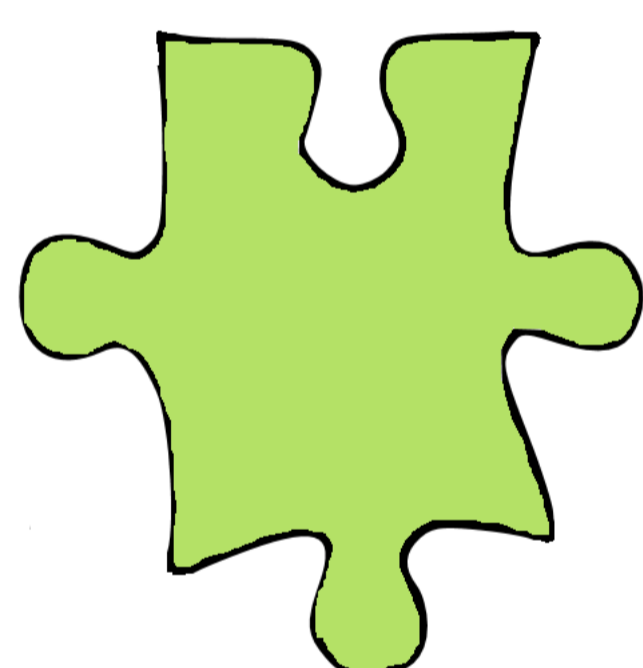
The ePortfolio allows the presentation of individual views and collections. Individually created artifacts can be combined in different formats (image, sound, video, text). Within this assessment format, the competence development of each individual student can be presented in a way that is appropriate to consider diversity. The course concept allows for the utilization of the ePortfolio platform beyond the accomplishment of course of studies. Hence, the artefacts can be further developed along the personal interests and needs for qualification thus implementing the idea of lifelong learning.

Feedback culture



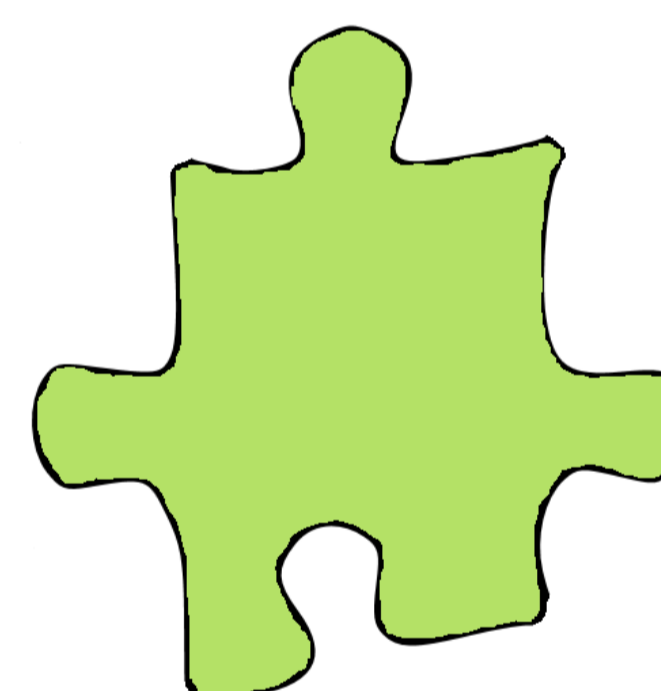
A feedback culture is established at various points in the MEDIAN_HE programme. Giving and receiving feedback in the individual courses is practiced regularly at different levels and with various methods as a peer-to-peer practice among the students as well as in cooperation with teaching staff.

Formative assessments



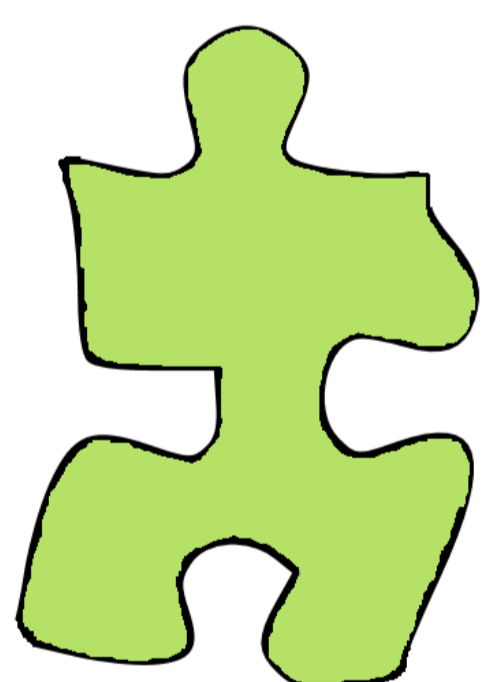
The mostly formative assessments within the MEDIAN_HE programme allow students to experience process-accompanying examination. This enables students to work on their (portfolio) exams throughout the semester and to develop them along their individual learning process.

Curriculum workshop



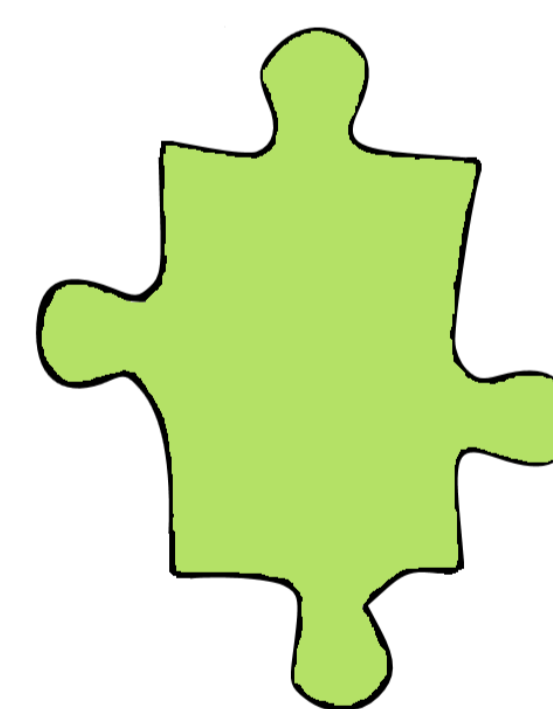
The students' ideas are actively integrated into the curriculum development of the programme. A joint curriculum workshop is held annually with all students. It is particularly important to reflect on the challenges and benefit in order to develop useful ideas for the continuous development of the program.

Dynamic design of artifacts



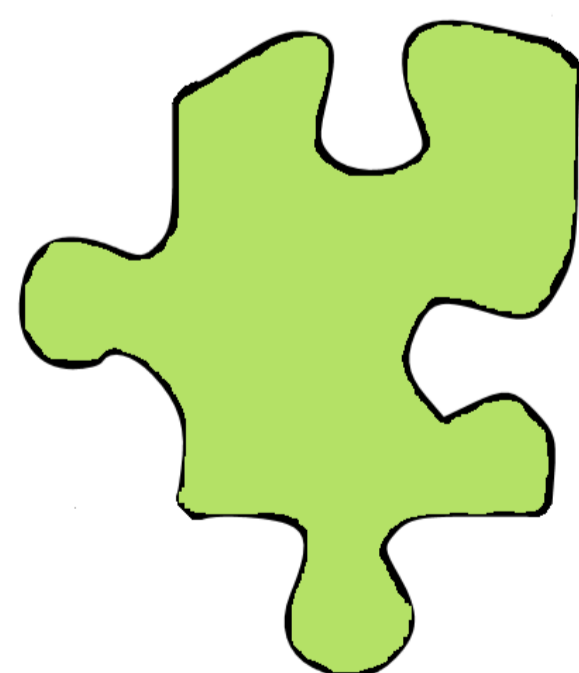
Artifacts are developed for different focal points depending on the courses. These are first revised and adapted in the different courses, but also continued throughout the entire course of study. Via versioning, development steps become visible. In this way it is possible to reflect on the individual development (in terms of content, design and media).

Cooperative and collaborative teaching and learning



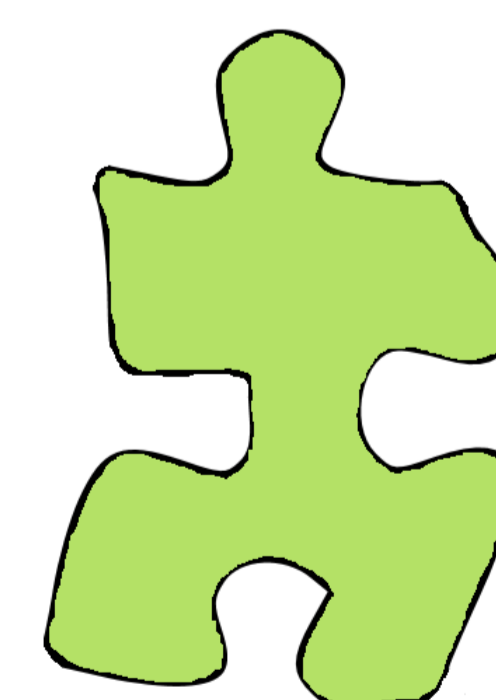
The cooperative and collaborative work practiced continuously throughout the course of study fosters a culture of working, discussing and thinking together. Here, students have the opportunity to practice a collegial way of working with their co-students. Teachers are available as learning coaches. This reduces anxiety to ask questions and fosters joint creative work and a healthy basis of confidence between students and teachers.

Reflection of an individual learning process



We see the reflection of the individual learning process as a further component of the sustainable cultural change of the students. The individual development aspect has a particularly high priority in the course of study. Students are given the opportunity to reflect on their individual learning process in parts as well as on the whole within the different modules and with regard to the overall study course. In addition, the reflection is practiced on different levels and with different roles of the own person.

"Role models"



An important element in the process of cultural change is that lecturers exemplify the concepts taught in the programme. "Walk what you talk" is an important principal for all teaching staff, thus addressing the challenge to create a congruence between their own actions and words.

References:

- Biggs, J. and Tang, C. (2011). Teaching For Quality Learning At University (Society for Research into Higher Education), 4th ed. Open University Press.
- Boud, David. (2000). Sustainable Assessment: Rethinking Assessment for the Learning Society. Studies in Continuing Education. DOI: 22. 151-167. 10.1080/713695728.
- Degenhardt, M. und Karagiannakis, E. (2008): Lerntagebuch, Arbeitsjournal und Portfolio. Drei Säulen eines persönlichen Lernprozess-Begleiters. In: Neues Handbuch Hochschullehre, Griffmarke C 2.13.
- Dreyfus, S.E.; Dreyfus, H.L. (1980): „A Five-Stage Model of the Mental Activities Involved in Directed Skill Acquisition“; <http://www.dtic.mil/dtic/tr/fulltext/u2/a084551.pdf>. Last accessed on 04.02.2020.
- Richter, A. (2004). Portfolios als alternative Form der Leistungsbewertung. In: Neues Handbuch Hochschullehre, Griffmarke H 4.2

Prof. Silke Bock
Program Director MEDIAN_HE
Director of ZekoLL
☎ +49 (0)6031/604-5943
✉ silke.bock@muk.thm.de

Katharina Thülen (B.Eng., M.H.Edu.)
Degree Course Coordinator MEDIAN_HE
☎ +49 (0)6031/604-5947
✉ katharina.thuelen@muk.thm.de

Jil Marie Maruska
Assistant MEDIAN_HE
✉ Jil.M.Maruska@muk.thm.de

**THM**
TECHNISCHE HOCHSCHULE MITTELHESSEN



**CAMPUS
FRIEDBERG**

MuK
Management
und Kommunikation

**KIM**
Bundministerium
für Bildung
und Forschung

Gemeinsames Bund-Länder-
Programm für bessere
Studienbedingungen und mehr Qualität
in der Lehre



Förderkennzeichen: 01PL17034