Workshop 24.5.2023
Prof. Silke Bock/
Meike Hölscher:
Spot on international cooperations in the field of teaching and learning
Time: 1.30pm-4.00pm
Agenda

• Welcome and agenda
• Getting to know each other
• The Zekoll approach: fostering (international) cooperations in the field of teaching and learning
• Discussion
• Your perspectives on cooperations
• Conclusion and Feedback
Getting to know each other
1. **Disciplines/Fields:**
   a) Natural Sciences  b) Business  c) Humanities  d) Engineering

2. **How long have you been teaching?**
   a) More than 20  b) 10-20  c) less than 10  d) no teaching experience

3. **International cooperations?**
   a) Teaching  b) Research  c) university development?  d) other?

4. **Tutoring/Mentoring?**
   a) I know what it is  b) I have been working with tutors and mentors  
   c) University has qualification programme?  d) University: International cooperation tutoring/mentoring?
Center for Cooperative Teaching and Learning
ZekoLL – Centre for cooperative Teaching and Learning

Permanent tasks:
- Training
- Academic staff development

Programme development & organisation
Training for tutors
Coaching (e.g. didactical support for teachers)
Mentoring
E-Learning

External projects, e.g. studies induction and orientation stage

NIDIT
Network for Impactful Digital International Teaching Skills
Self-understanding

• We see university didactics as an integral part of organizational development via academic staff development with a focus on professionalization of teaching staff and on design of teaching and learning activities.

• Our conceptual work is based on a constructivist understanding of teaching and learning. We emphasize situative learning environments and focus particularly on opportunities of cooperative learning processes and laboratory didactics.

• As partners, we see ourselves as conceptual and organizational catalysts or moderators for development processes, we take a “critical friends”-perspective and share experiences in communities of practice within and outside the University.

• We facilitate, encourage and practice life-long Learning through continuous personal development and collaborative projects.

• We reflect thoroughly on our activities, paying attention also to a strong research and development perspective.

• We largely benefit from experience in establishing (international) networks, cooperation, and knowledge transfer in the field of tutor qualification and beyond.
Our international activities

- Excursion to Aalborg (2006)
- Introducing ZekoLL tutoring programme at Lviv Polytechnic University (2018)
- Support and advice for the construction phase of a Center for Teaching and Learning of an Austrian University of Applied Sciences (2019-2021)
- Diverse activities in the field of expert advice
- Establishing a tutoring programme at FHNW (2019-2021)
Spot on cooperations in the field of Tutoring Programmes

...the 2020 winter school for future tutors/tutor training programme at the School of Life Sciences at FHNW
Winter School Tutoring at FHNW - Life Sciences 2/2020

Winter School 2021: Fully digitalised
Qualification Programme for student tutors/mentors at THM

Tutoring/Mentoring @ZekoLL
since 2010
• **Tutor qualification** at ZekoLL: Since 2010, offering 40 workshops and process support activities annually for approximately 300 tutors across 12 departments.

• Tutors at THM work in different settings: giving seminars on their own, supporting professors in lectures, working in labs and projects

• Since March 2020: programme has been fully digital, adapted to the changing digital scenarios of tutors' roles.

Focus: **Promoting context-specific understanding of the roles of learning facilitators through interaction and reflection.**

• These qualifications are offered across faculties, enabling interdisciplinary exchange among tutors.

• The qualification programme is implemented year-round by ZekoLL staff and starts with a 6-hour basic qualification for new tutors
• The main focus of the **basic qualification** is on clarifying the tutor role, didactic-methodical planning of teaching/learning units, introduction of the principle of minimal assistance as well as simulation of initial situations and interactive **methods** and dealing with difficult situations.

• The offering for tutors is **rounded off by in-depth, four- to six-hour advanced qualifications** that can be taken depending on the tutoring setting (support in the laboratory, exercise tutoring, project guidance, e-tutoring, etc.).

→ The **didactic design of our basic course served as the foundation for the development of the Winter School for Tutors** at HLS FHNW.
How was the cooperation being staged?

The Zekoll approach of „critical friend“ in the process of teaching and learning
Cognitive Apprenticeship in the process of int. cooperation

• The approach outlined here within the framework of the cooperation aligns with the Cognitive Apprenticeship approach [Collins/Brown/Newman 1987], which is also followed in numerous teaching development projects carried out by ZekoLL
• During the implementation of pilot projects, it involves a gradual "withdrawal" from the expert role of guidance and process moderation, while the learners increasingly take on the actions themselves, following the phases of modeling, coaching, scaffolding, and fading
• the process is demonstrated, followed by coaching, and then gradually reducing guidance, allowing the learners, in this case, the teaching team and tutors at HLS, to implement theory and practice independently
Our lessons learned for cooperations in the field of teaching and learning from our FHNW experience
Success factors and learnings

• The joint development path of the binational cooperation was not without challenges, especially since it is still uncommon in the higher education context to observe each other's teaching and learning processes.
• Collaboration was successful when there was personal commitment and the courage to embark on new and unfamiliar paths, as well as opportunities for personal exchange and development.
• The SEMP programme contributed to this by creating a financial framework for the exchange. From the perspective of THM, with its many years of experience in tutor qualification, there was also a clear understanding of the need for such a cooperation, which involved openly sharing developed concepts, practices, materials, and, above all, experiences, and bringing expertise to the design of sustainable teaching development projects.
• Mutual trust was also essential to reflect on the experiences together and derive essential impulses for the further development of each partner's offerings.
• Particularly relevant for the binational teaching team was the courage to try out new agile methods and approaches, which was crucial not only for the implementation of the digital tutor base qualification but also in general.
• The involvement of experienced tutors in development and implementation processes, as well as the willingness to critically reflect on project steps, were of great importance.
Your Questions?
Your interests?
What is in there for you?
Your ideas and perspectives

• What kind of cooperations are you involved in?
• What kind of cooperation do you wish for?
• What can we do to support you?
• What can we learn from you?
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**UNIVERSITY OF APPLIED SCIENCES**

**ZENTRUM FÜR KOOPERATIVES LEHREN UND LERNEN**

**TECHNISCHE HOCHSCHULE MITTELHESSEN**

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**What do you wish for?**

- Erasmus Student Program in Academic Staff Development
- CCCE Joint Master - THM
  - Most Teaching Staff Opens More Study Rights
  - Double Degree Agreement

**What is this?**

- Erasmus Program in Research Centers for Teachers

**Multiple Degree (20 Universities) Specialization**

- International Projects
- Students-Related Mobility

**INTERNATIONAL PROJECTS**

- Erasmus Funding
- Joint Mobility

**Which support do you need?**

- Academic Development in Teaching and Learning Questions?
What kind of cooperation do you wish for?

We would like to have more academic mobility with joint organization of Summer schools, joint supervision of Master theses, and joint research projects.

Broad Areas: Business Informatics

(1) AI for Cyber Security with Prof. Karim Rahmatullah Khondoker (IIIT, India) and Prof. Michael Gunerat\reflectbox{t}

(2) AI for Cardiology with Prof. Michael Gunerat\reflectbox{t}

Presently, IIIT-Allahabad and THM are having a cooperative PhD program with one PhD student being jointly supervised by myself with Prof. Karim Rahmatullah Khondoker at THM, successfully.

Prof. O.P. Vyas, Dean of Technology Development at IIIT, Allahabad (INDIA)
Let’s keep in touch!
We look forward to hear from you
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https://www.thm.de/zekoll
https://www.thm.de/zekoll/daszentrum/zekoll/tutoring.html
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