



UNIVERSITÄT ZU LÜBECK  
DOZIERENDEN-SERVICE-CENTER



# Center for Faculty-Services, University of Lübeck

A project of the University of Lübeck  
supported by the Quality Pact for Teaching of the Federal Ministry of Education and Research 2012–2016

**Dr. Bettina Jansen-Schulz**

## How we teach the Teachers – a German Example

**Silva Network, IUFRO**

Annual Conference:

From teaching to learning – when will we take it seriously in forest science education

Istanbul University, Faculty of Forestry

1-3 November 2013

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# Center for Faculty-Service

## Learning and Teaching in Higher Education (LTHE)

- **Certificate Programme**
- Tutors' Training Workshops
- Best Practice
- Teaching awards
- Coaching

## Evaluation

- Survey of Applicants Students
- Alumnae a. alumni
- Work experience in social services

## Teaching and Learning Programs

- Communication
- Examinations
- Aspects of teaching
  - intercultural
  - interdisciplinary
  - multimedia
- Developing learning outcomes

## Services

- Technical Support
- University Moodle Systems
- Course Organisation
- Moodle in LTHE



## 1. National framing Conditions for further Education in LTHE

- **No legal requirements (either at federal or state level)**  
but recommendations from the German Rectors` Conference, the German Science Council, Bologna groups
- **Recommendations for a national standard for LTHE**  
from the German society for LTHE and the Network for Teaching and Learning in Medical Education
- **No recommendations at state level**  
Adaptation of existing German LTHE standards
- **Some networks in the federal states**  
starting a network of LTHE institutions and projects in Schleswig-Holstein in October 2013



## 2. The Institution of the Center for Faculty Services (CFS)

- The University's structure and its development plan call for combining all faculty services under one roof.
- **The history of the CFS**
  - January 2012: conception; planning of range of services
  - April 2012: start of the LTHE Certificate Program
  - January 2013: CFS a “central institute” of the University
- **Funding**
  - Funds from the Quality Pact for Teaching
  - Funds from the University budget



## 2. Duties and responsibilities of the CFS

### 1. Learning and Teaching in Higher Education (LTHE)

- Certificate-program for good teaching
- Evaluation the lectures
- Development curricula
- Coaching
- Moodle

### 2. Human resources management of the university to Lübeck

- Program of professional development – further education
  - For leaders, researchers, teachers, administrative personnel

### 3. Developing Professional Standards

Our LTHE Certificate Program is oriented to German LTHE standards.  
Central Features

- Obligatory courses in 6 different competency areas
- 3 levels of certificates
  - Free choice from all courses (courses are non-modular)
- Theoretical training based on up-to-date research in LTHE-related teaching competencies





## 4. University environment

**Lübeck University** in figures  
(Germany's smallest public university)

- 3.473 students
- 160 professors
- 485 faculty in three divisions:  
Medicine, MINT (Mathematics, Information-Technology,  
Natural-Science, Technology), Humanities
- Addressees of CFS services
- All faculty members – across divisions

**Faculty of Lübeck University of Applied Sciences** (4500 students,  
more than 100 teachers, professors)



## 4. University environment

### Obligatory users of CFS

- Post-docs in Medicine need to show 12 hours of LTHE courses (credited)
- Post-docs in MINT need to show 8 hours of good teaching
- Post-docs in MINT need to demonstrate good teaching evaluations



## 5. The structure of Further Education in LTHE

Educational Belief:  
social constructivistic  
learning





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Will be accredited in November by the  
German society for LTHE

### Three teaching certificates on national standards

Micro-certifikate	I	36 WU*	6 micro-modules
Teaching-Certifikate	II	120-128 WU	10 major-modules
Teaching-Certifikate	III	221-236 WU	20 major-modules

### Student tutor Coaching

- Theory and practice of good teaching
- Theory and practice of good advice on instruction
- Theory and practice of good of advice on good teaching

Specialist didactics:  
Medicine, 'MINT', Mathematics

Individual coaching and sitting-in on  
classes for teachers

### Target groups:

Faculty and students of the

- University of Lübeck,
- the Lübeck University of Applied Sciences,
- the Research Center Borstel and
- the Science Campus Lübeck

### Program incentives:

- Free, competency-oriented choice of modules
- Variable time schedule for modules
- Three teaching certificates on national standards
- Improvement of teaching skills

\*WU = Work Unit = 45 min.



### **Principal Modules of the LTHE program**

1. Good teaching – principles of good teaching
2. Findings of research on learning and teaching
3. Clinical Teaching
4. Planning of lectures and classes
5. Short lectures in Medicine
6. Techniques of lecturing and presenting (German and English)
7. Methods & formats of examinations in Medicine and MINT
8. Intelligent exercises in MINT
9. Creative methods in research and teaching
10. E-Learning 2.0 – using Moodle in teaching
11. Using multimedia in learning and teaching
12. Using smartboards

### **Principal Modules of the LTHE program**

13. Inter- and transcultural learning and teaching
14. Gender diversity
15. Problem based Teaching and Learning (PBL)
16. Leading teams
17. Leading Learning Groups
18. Teamwork
19. Working with learning groups
20. English as language of instruction
21. Interdisciplinary teaching in Medicine and 'MINT'
22. Varieties of feed back
23. Voice development
24. Career planning and job application training
25. Teaching portfolio

# Sectioning the courses into the competence areas

Competence area	Workshops	WU				
<b>Micro (6)</b> (Total course: 54 WU)	Teamwork (Supervision skills)	6	<b>Competence of methodology</b> (total course: 84 WU)	Techniques of presenting	12	
	Applying media in teaching (Media skills)	6		Clinical Teaching	12	
	Methods of examination in Medicine, the Sciences and Engineering (Examining skills)	6		Lecturing- and Presentation-Techniques	12	
	Clinical Teaching (Methodology)	6		Feed-Back-Methods	12	
	Techniques of presenting (Methodology)	6		Problem-based teaching and learning (PBL)	14	
	Problem-based teaching and learning (PBL)	6		Methods in Seminars in MINT	16	
	Planning a workshop (Didactics)	6		Techniques of lecturing and presenting (German and English)	6	
	What is good teaching? (Didactics)	6		<b>Didactic-Competence</b> (total course: 60 WU)	Principles of good teaching	12
	Teaching in an intercultural setting (intercultural competencies)	6			Research of Higher Education	12
	<b>Leading-Competence</b> (total course: 40 WU)	Methods of creativity in teaching and research			12	Planning lectures
Teamleading		16	Shortlectures in Medicine		12	
Leading learning groups		12	Intelligent excercises in MINT		12	
<b>Examining-Competence</b> (total course MED: 16 WU) (total course MIST: 12 WU)	Prüfungsziele	12	Didactic-Methodology in MINT		22	
	Prüfungsformate		Didactic-Methodology in MINT		12	
	Prüfungsmethoden in MINT		Didactic-Methodology in MINT		14	
	Prüfungsmethoden in MED : OSCE	16	<b>Specials</b> (total course: 36 WU)		Interdisciplinary teaching	12
<b>Media-Competence</b> (total course: 24 WU)	E-Learning 2.0. Interactive Learning and Teaching with Moodle	16			Voice development	12
	Smart board	8		Teaching portfolio	12	
<b>Diversity-Competence</b> (total course: 40 WU)			Inter- and transculturell teaching	16		
			Gender-Diversity in teaching	12		
			English for teaching	12		

WU= work-Unit

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## 5. Our Educational Beliefs

### Approach based on competencies, not deficits

- Faculty already command certain teaching competencies
- They will determine themselves when and where they want to improve existing teaching competencies or develop new ones
- Empowering faculty by improving their teaching competencies
- social constructivistic learning



## 5. Our Educational Beliefs

### “Shift from teaching to learning”

- From instruction to learning empowerment with:
  - Research-oriented learning
  - Inter- and transdisciplinary learning
  - Problem-oriented learning
  - Transfer-oriented learning
  - Integrative Gendering – integrating gender and diversity aspects across all teaching areas



## 5. Our Educational Beliefs

### "Shift from theory to experience"

- First step: practice and experiences
- Second step: theory for explaining practice and experiences
- Modifying theory and practice step by step



## 6. Exemplary aspects

- Activating methods
- Group work
- Individual work
- Conceptual work (on concept of own teaching)
- Discussions
- Critical reflection on specific topics
- Hands-on exercises
- Role play

## Interdisciplinarity

Different teaching and learning cultures in

- MINT
- Medicine
- Humanities



## 7. Scope of Higher Education in LTHE

### Target Group Faculty

- Special coaching offers (demand increasing in 2013)...
- ...but also participation in the regular program
- Welcoming program for new faculty members (in preparation)

### Target Group Post-docs

- Courses in LTHE are stipulated in the regulations for the post-doc qualification
- Earning "Micro certificates" is optional

### Target Group Undergraduate Students

- Can earn ECTS credits for higher education courses on tutorials



## 7. Coaching on teaching

### Goals

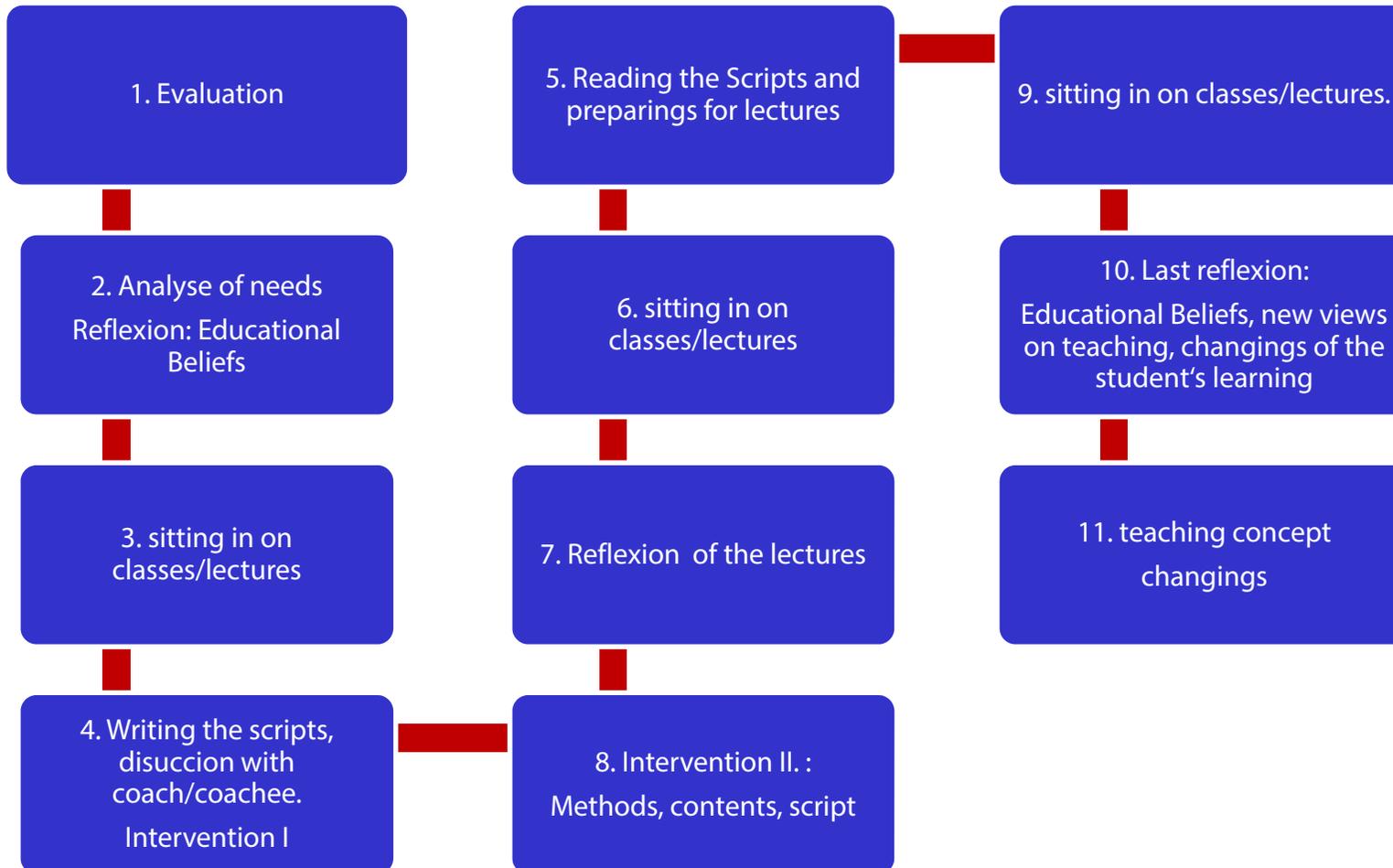
### and

### Steps

1. Critical reflection on educational beliefs
2. Critical reflection on own disciplinary teaching and learning culture
3. Knowledge about theories on learning in adult education, neuro didactics and LTHE
4. Knowledge about concepts for teaching and learning in LTHE
5. Knowledge of methods in LTHE
6. Sitting-in on classes, applying valid tools for observation
7. Disciplinary and interdisciplinary expert advice
8. Discussions about Sitting-in on classes
9. Intervention – Modifying formats, contents and methods of teaching
10. Input from LTHE experts
11. Changing teaching concepts



# DSC – Teaching -Coaching - Steps





## 8. Evaluation, quality-management and research

### Evaluation of the LTHE Certificate Program

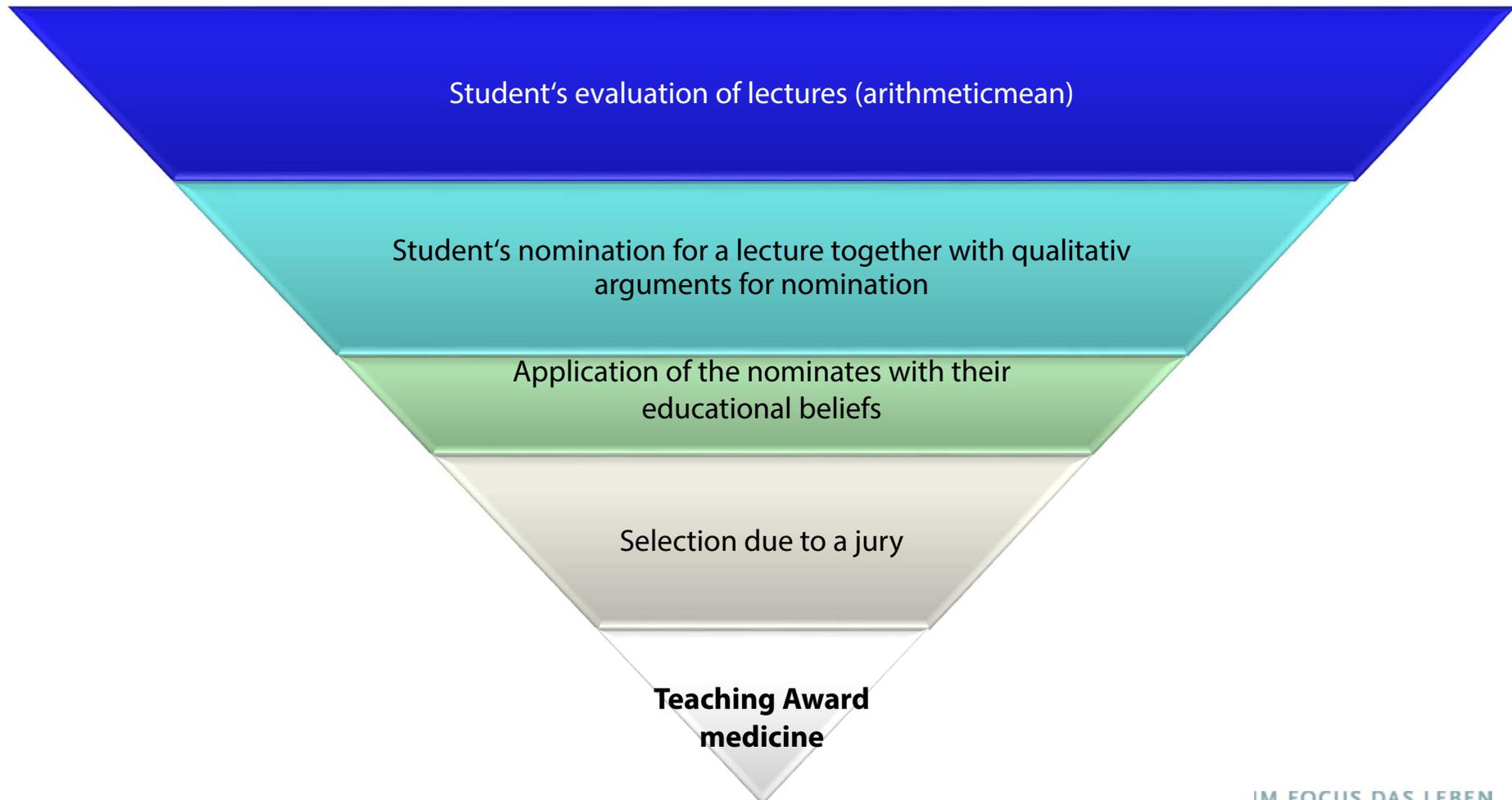
- Evaluation of every LTHE course
- Annual evaluation of the entire LTHE program (by external institution)
- Regular statistics on enrolments and participants

### Rating by students

- All lectures and classes to be rated by participants
- Nomination of candidates for teaching awards



## Teaching Award Medicine 2012/2013





## 8. Evaluation, quality-management and research

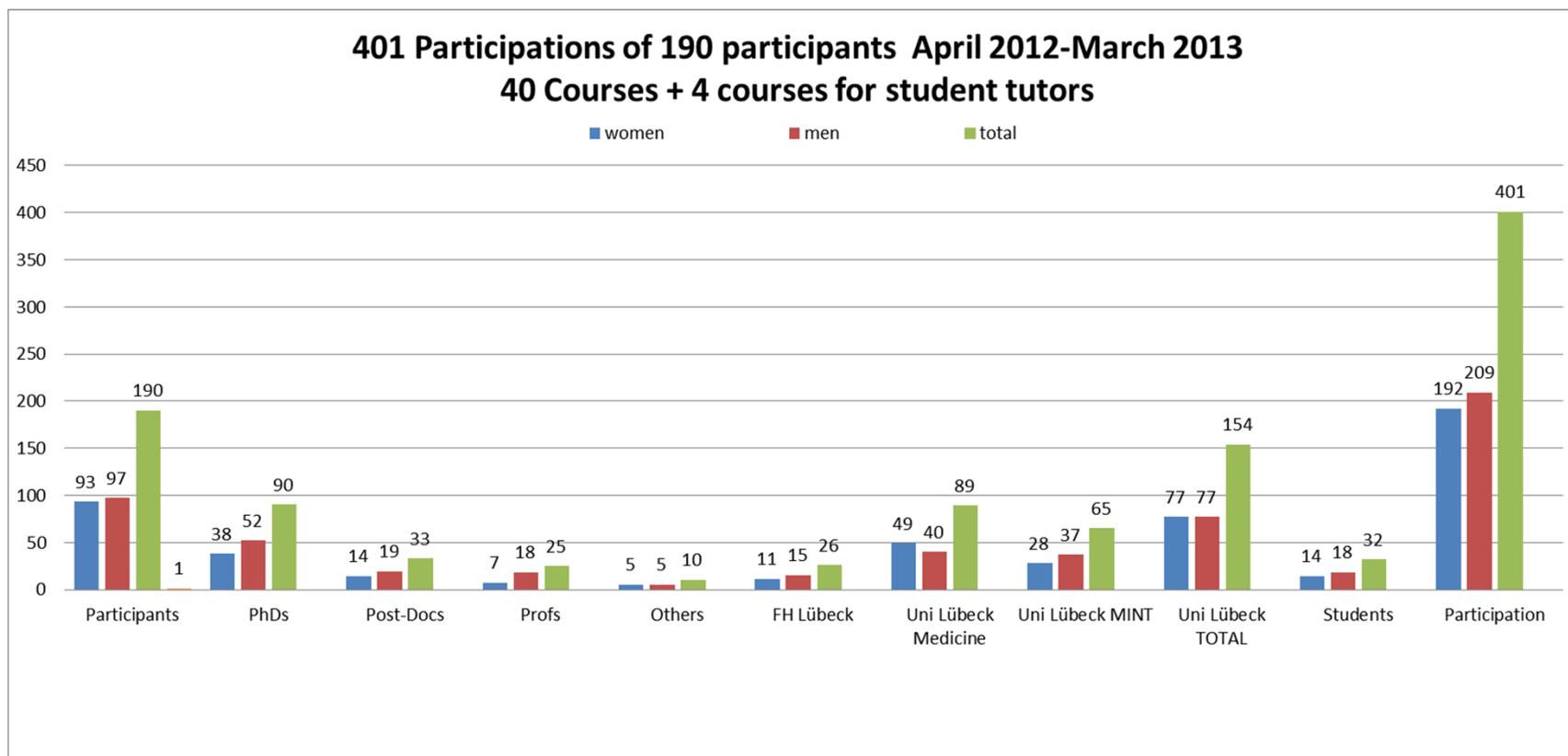
### Scholarship of Teaching and Learning (SoTL) on LTHE

- New course »Teaching portfolio«
- Individual Coaching (upon request or after classes)
- Substitute assignments in case of non-attendance of session:  
formulation of educational beliefs
- Best Practice and teaching awards:  
formulation of educational beliefs



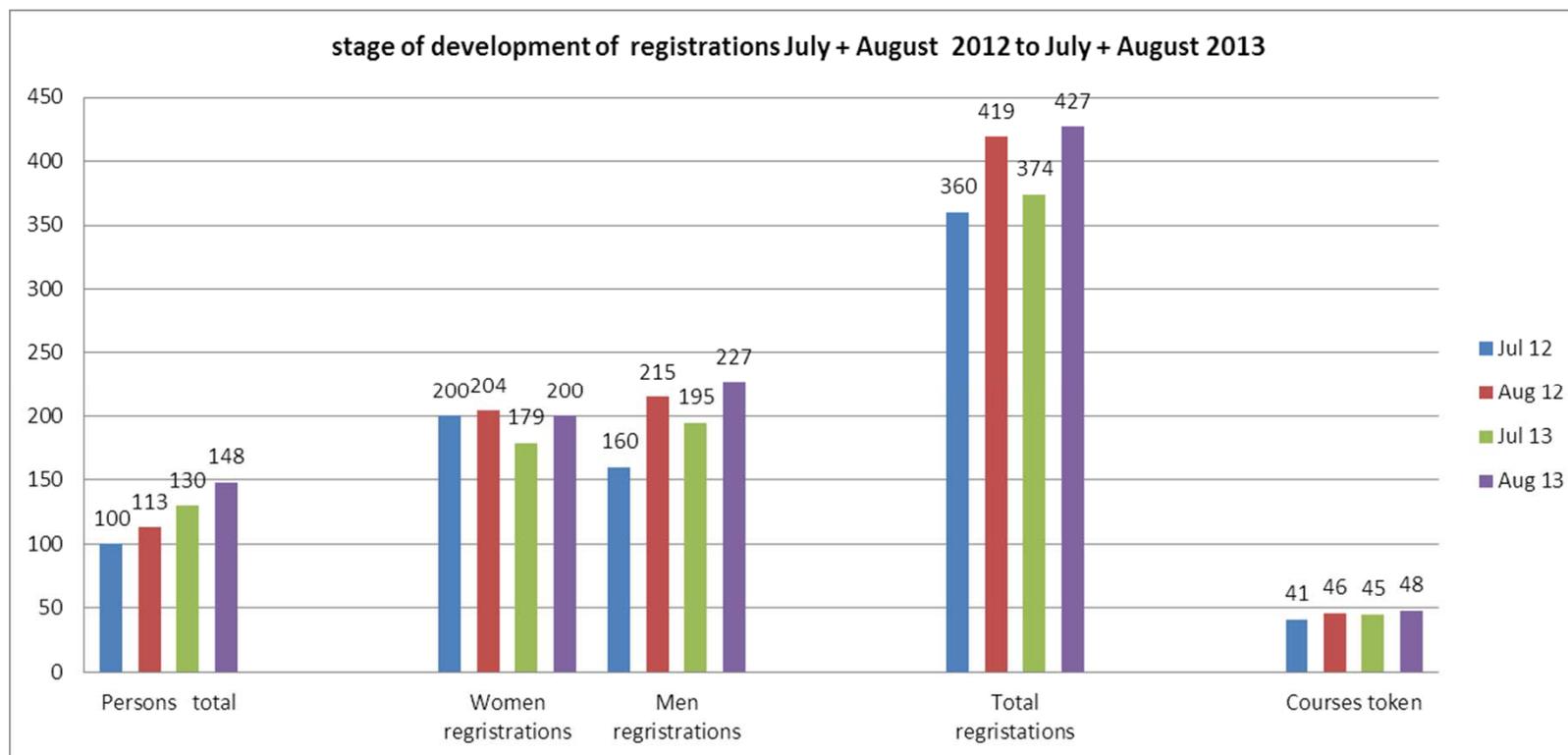
## 9. Outreach statistics April 2012–März 2013

30% of faculty at Lübeck University  
15% of faculty at FH Lübeck



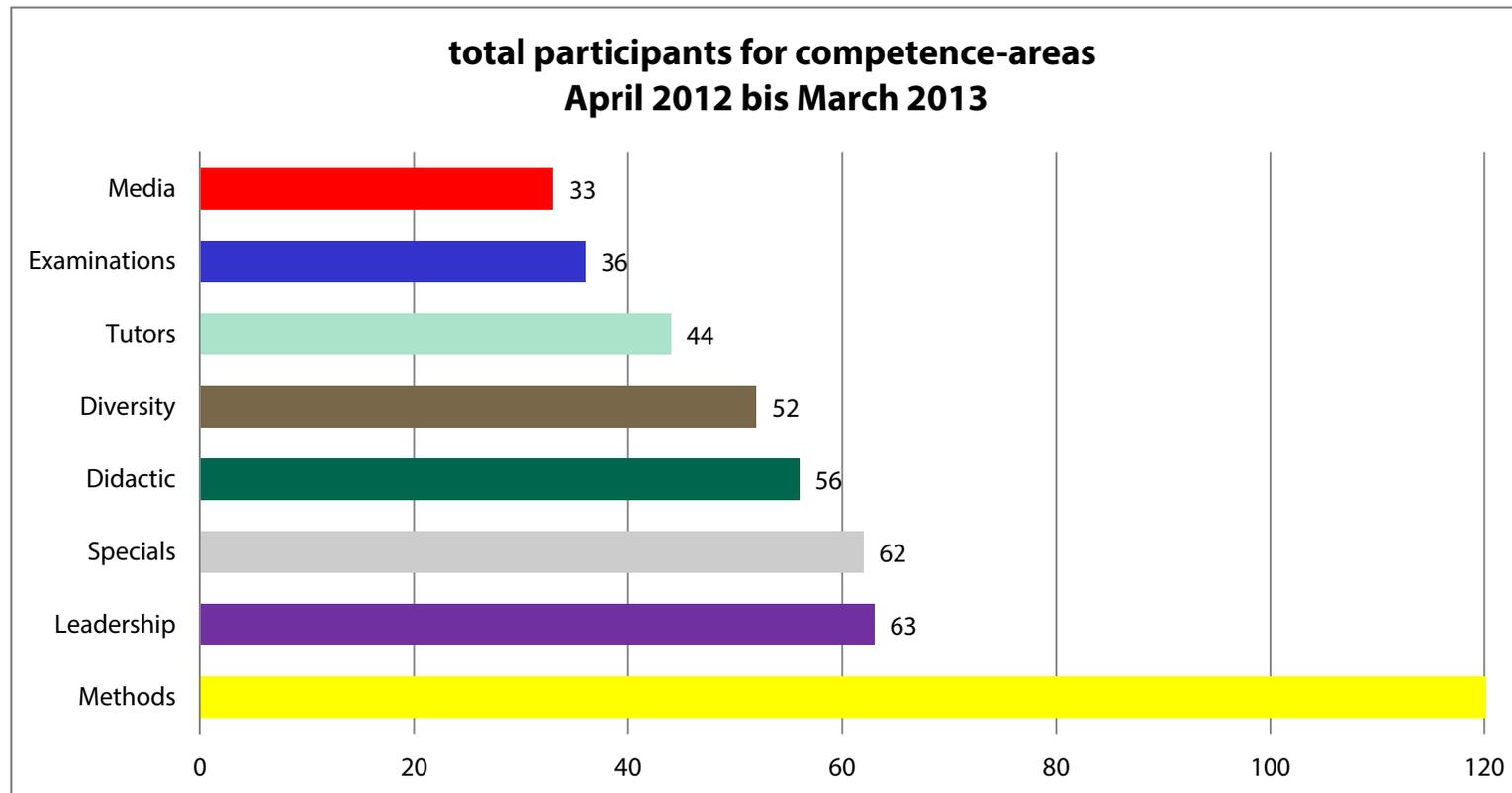


## 9. stage of development of registrations July + August 2012 to July + August 2013



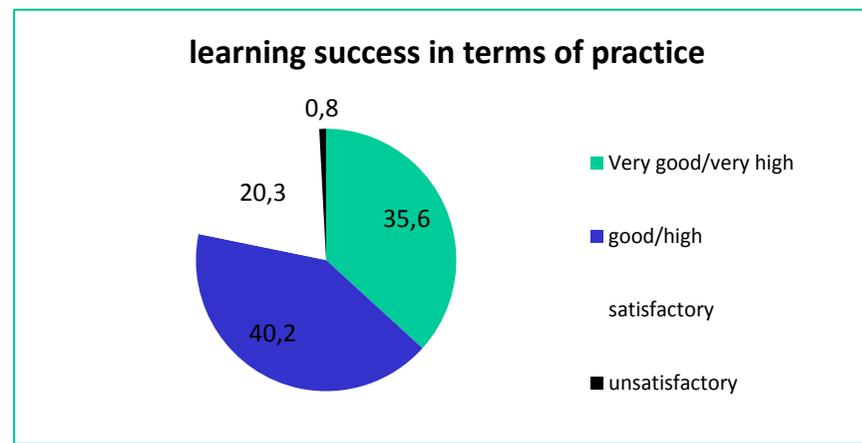
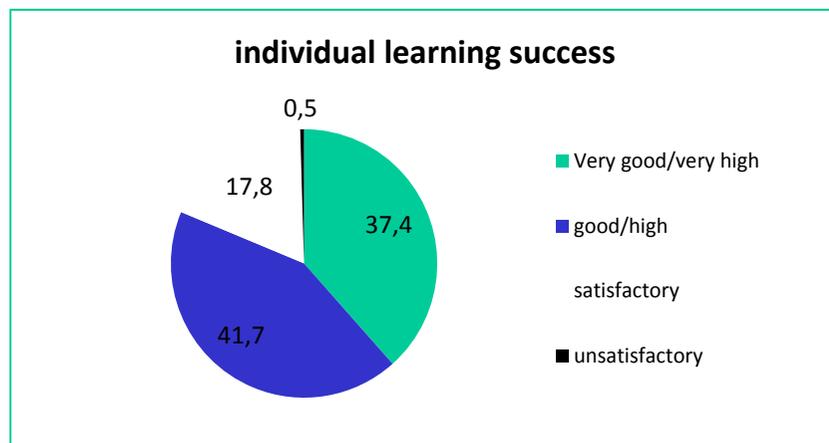
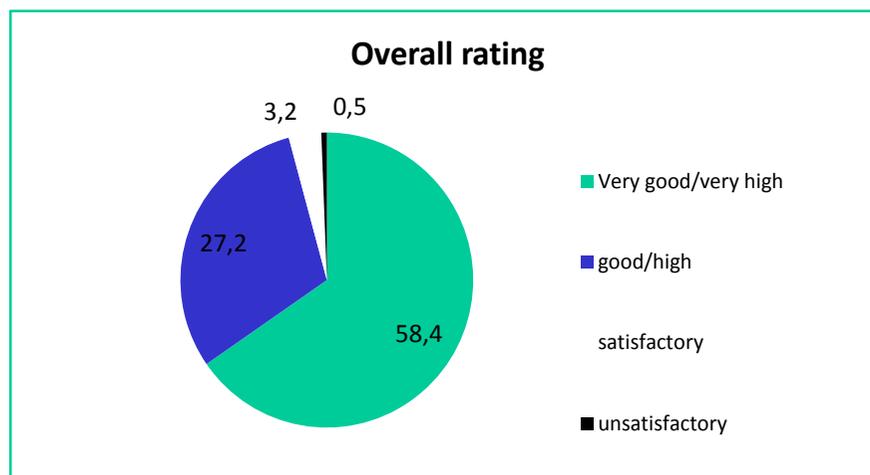


## 9. Registrations for competence areas April 2012–March 2013





## 9. Course ratings April 2012–March 2013 (averages %)



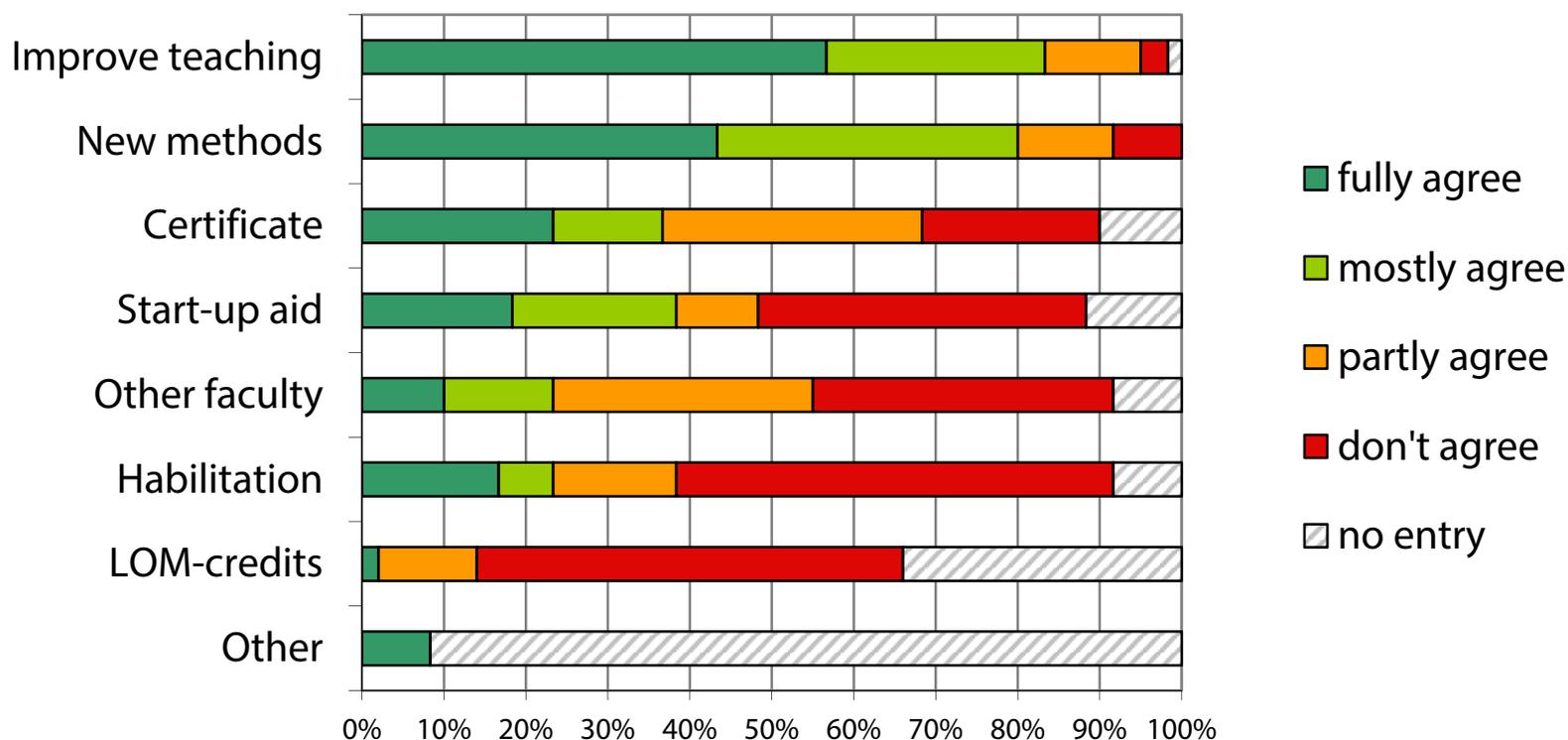


## 9. Annual Evaluation (Linda Brüheim)

- Online survey – anonymized and voluntary
- Data collection period: November 2012 – January 2013
- Target group: 143 course participants since April 2012
- Return rate:  $n = 60$  (42 %)  
(due to a technical fault, some of the medicine participants did not get the questionnaire)

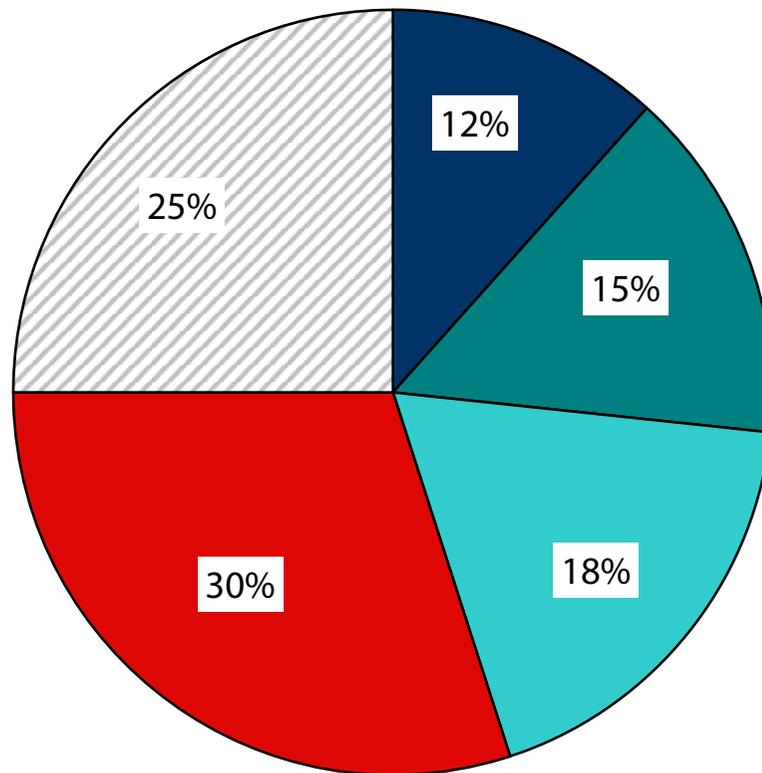
## 9. Annual Evaluation: high intrinsic motivation for participation in survey

*Motives for enrolling in LTHE courses*





## 9. Annual Evaluation: type of certificate aimed at

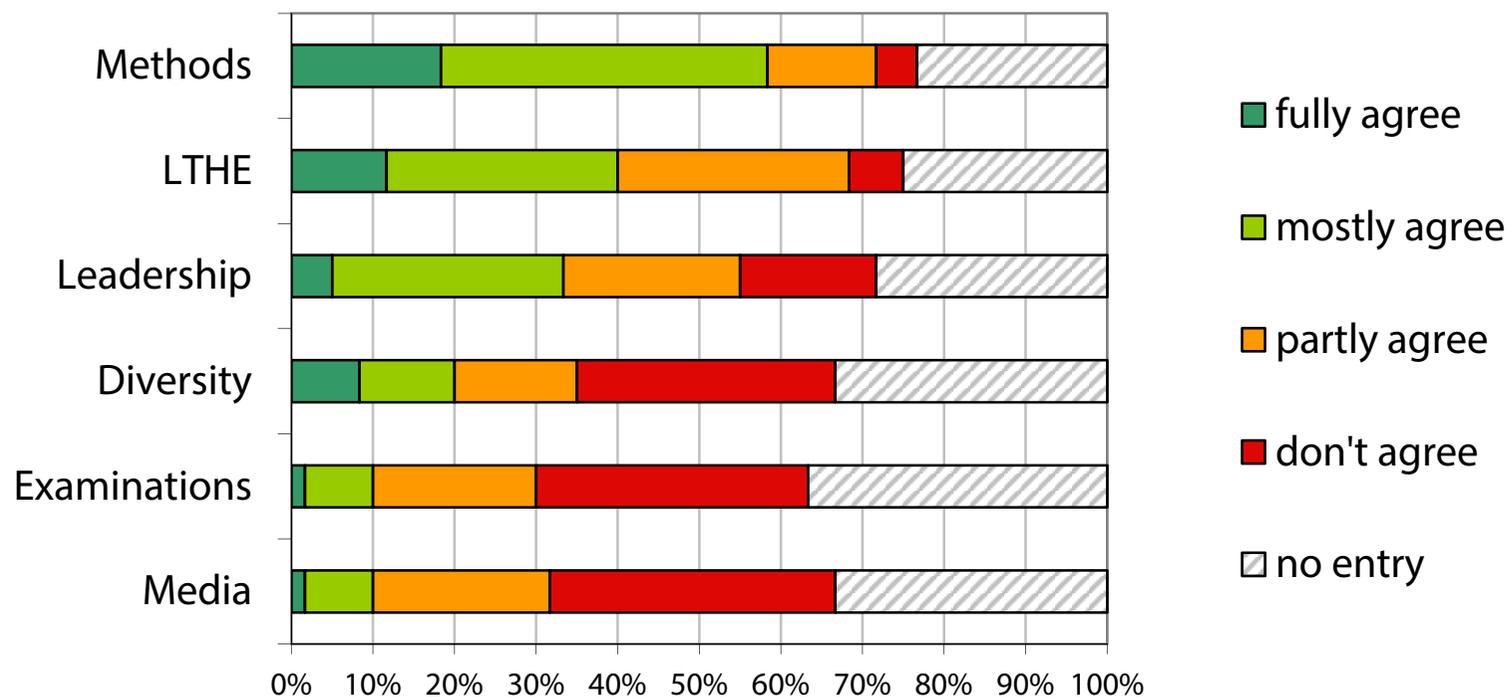


- Professional Certificate III
- Certificate II
- Micro certificate I
- no certificate
- ▣ no entry

45% of all participants  
seek a certificate

## 9. Annual Evaluation: competence areas improved by LTHE

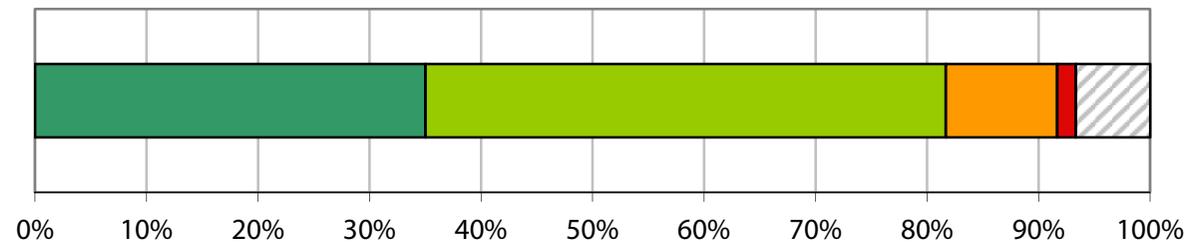
*Which of your teaching skills has been improved most?*





## 9. Annual Evaluation: Total rating: »recommendable«

*Would you recommend the entire LTHE program to others?*



- fully agree
- mostly agree
- partially agree
- don't agree
- ▨ no entry



## 10. Particularly innovative approaches

### Approach to teaching skills

- Oriented towards competencies
- Faculty free to decide which competencies to improve

### Modular structure of program

- Course choice determined by own competencies, interests and time available
- Three year time frame for completing certificate; reliable schedule of courses offered

### Diversity concept

- Interdisciplinarity, internationality, inter- and transcultural setting
- Principle of integrative gendering (including Gender-Diversityaspects in daily teaching)



## 11. General Issues

### Strategies for establishing topics across divisions

- LOM-credits for medical institutions
- Teaching certificates
- Teaching awards

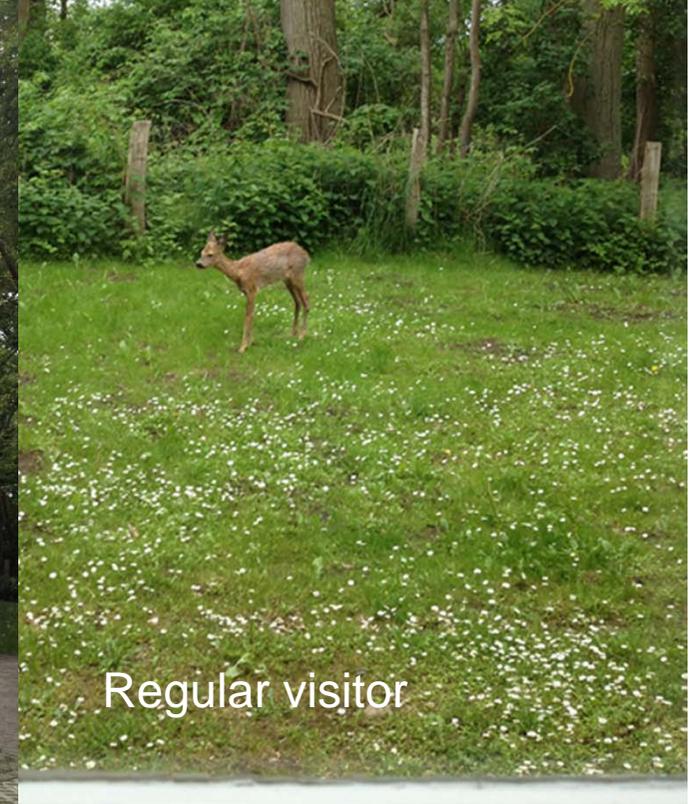
### Goal: sustainable change of structures

- CFS established as central university institute
- Constitutive element of regulations for *Habilitation* [post-doc qualification]
- Projected expansion of CFS to include internal and external further education



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## DSC, Manor House of University of Lübeck



Regular visitor

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## Participants in action





## Thank you for your attention! The Center for Faculty Services Team

- Prof. Dr. Enno Hartmann, Vice President Teaching
- Prof. Dr. Jürgen Westermann, Director, Medical Section
- Prof. Dr. Till Tantau, Director MINT-Section, CFS-Project leader
- Dr. Bettina Jansen-Schulz, CFS leader, best-practice, LTHE didactics, Teaching award, learning /teaching program, Coaching
- Dr. Jörn Schnieder, LTHE (MINT), tutors, LTHE didactics
- Dipl.-Psych. Linda Brüheim, (med. section) Evaluation
- Christian Wolters M.Sc., Services, LTHE-Moodle, e-learning-didactics
- Tim Kunold M.Sc., Homepage, LTHE-Moodle
- Monika Mathias, Registration and certificate system,
- Gianna Huber, Student Assistant (CFS workshop and office support)



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