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

Supplementary text to the poster presentation:

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.

For many students, portfolio work is unknown, as it is often only used in selected subjects in undergraduate courses in Germany. It is our experience that during the course of the MEDIAN_HE Master's programme, students develop the relevant skills as well as an awareness of the format and can thus integrate this into their own teaching. A further special feature is that all the ePortfolios of the individual courses are merged into a cross-course overall portfolio, making the development visible throughout the entire course. Self-experience with this examination format helps the students of higher education didactics to have an idea of the added value of this format and how it can be applied in different teaching and learning contexts. This then results in long-term ideas for the later use of the format in their own subjects as lecturers.

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.

Students are frequently offered opportunities to ask for and practice feedback within the lessons. In addition, small tasks are set at the beginning of the course of study to encourage feedback from the peer group, for example on their artefacts. Within the process of studying, giving and receiving of feedback thus takes place increasingly independent and internalized.

In addition to each assessment during the course of study, teachers offer students an individual feedback discussion. Through these various feedback events, students experience a critically reflected and positive approach to the achievements of the course. They develop an open-minded attitude towards exam feedback and can use the reflections initiated by this feedback to enhance their own competence. Students can also experience how feedback can be used profitably at different levels: Feedback from/for peers, colleagues, lecturers, experts, (scientific) community.

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.

Students have usually become familiar with summative examination formats in the undergraduate courses of study. In contrast to this, MEDIAN_HE is based on formative assessment formats that are offered on purpose, enabling students to experience an examination performance beyond binge learning. These experiences should enrich the pool of known examination formats and enable students to identify and reflect on the added value of the different forms of assessment. In their later role as lecturers, students are thus enabled to select suitable examination formats with regard to the respective development of competencies.

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.

The students are highly valued by the curriculum workshops and thus make a concrete contribution to new ideas for implementation. For example, a more suitable sequence of the different subject areas for the learning process was developed in this way. This appreciative cooperation and the highly creative ideas of the students offer enormous possibilities and inspiration and at the same time reveal the culture of cooperative teaching and learning as it is lived throughout the study programme.

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).

Thus, not only further development in terms of content becomes visible, but creative and design competencies can also be documented. Last but not least, the increase in competence in the use of different media formats can be made visible. Students can start with low-threshold portfolios with simple text modules and then add images, videos or sound recordings to these, right up to the integration of additional tools via HTML elements such as iframe. The possibility to revise and adapt existing artefacts continuously and to reflect on them during the learning process repeatedly as well as developing them further for different exam performances is a special feature. Through these development processes, students can understand the interrelationships of different courses, and their personal development can be made transparent to themselves, but also to others.

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.

In this basic element, the strength of the team or team spirit is particularly emphasised. This allows for powerful work and particularly creative solution strategies, which are usually meaningful and goal-oriented for all participants and also respond to the different needs.

"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.

This attitude shows that the teachers take seriously, what they suggest to the students in terms of applying theoretical concepts in practice. It also shows very hands-on, how the concepts can be implemented in teaching. This enables students to get a very real-life presentation of the theoretical concepts. This makes it easier for students to transfer the concepts and establishes a basic culture of "role models" in the university context.

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.

For example, students reflect on their role as students, but also on their role as peers, teachers, higher education didactics, e-learners, etc. The different biographies are included and reflected in a way that is appropriate to consider diversity. Reflections on the compatibility of work and family or other general conditions are also included. At the end of the course of study, a review of the most diverse facets of one's own developments can be focused and from this, an orientation or an initial idea for the further learning process beyond the course of study can be developed.

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