First steps in university teaching
A network of over thirty different routes stretches across the north face of the Eiger. Since the first successful ascent of the Eiger in 1858 what counts is no longer simply reaching the summit, but also the choice of route. These differ in terms of the length of climb, access points and destination, therefore also in terms of degree of difficulty and the challenges confronting climbers.

Some routes are used frequently, others very seldom. Time and again pioneers successfully attempt new routes and extend the bounds of mountain climbing still further. Whilst cartographic paths show the well-trodden paths to success, it is always possible to discover new pioneering routes. The same can be said of individual teaching plans and activities. Thanks, for example, to the topographical signs and markers in the dossiers of the UZH Center for University Teaching and Learning.

www.hochschuldidaktik.uzh.ch/index_en.html
First Steps in university teaching

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Introduction

Welcome to your new role as a lecturer at the University of Zurich!

Teaching your first course often feels like jumping in at the deep end. So, let’s jump! In producing this dossier our goal has been, above all, to provide answers to didactic questions that arise when starting life as a university teacher. The main question we consider is how you – in your new role as lecturer – can create a teaching-learning situation that benefits all involved, and how you can make a good start to the tasks facing you. There will always be those with a natural gift for teaching, nonetheless in this dossier we want to take a step-by-step look at the various aspects confronting you as you start university teaching in order to help you feel more secure in this new situation. On top of this, we will provide you with a variety of examples and tips to show where you can find more information in areas that appeal to your personal interests.

In the individual chapters of this dossier we consider topics that, from a didactic perspective, are central to getting started as a university teacher and which are frequently cited as important by those who take advantage of our services. Examples of specific didactic questions are: What does university teaching mean for lecturers and students? How can you efficiently prepare and conduct your teaching? How can you stimulate students in an academic context? What are the quality demands of university teaching? How can you combine research and teaching?

In the following chapters we examine various facets of taking your first steps in university teaching: we begin in Chapter 1 – First steps in your new role, which concerns you and your new situation as a lecturer at the University.

In Chapter 2 – First steps in teaching we look at planning and conducting university teaching in an academic context.

The 3rd Chapter – First steps in quality development is devoted to the question of the value and measurability of university teaching.

The 4th Chapter – First steps in professionalization focuses on your professional development at the University.

In the Service section that follows this, you will find annotated information on additional material, literature, internet sites and the ‘who-is-who’ of university teaching at UZH.
The points we raise are dealt with in more detail on the internet and/or by the other services and courses we offer. To begin our goal is to provide an overview in digestible portions, accompanied by helpful tips in the form of:

@ Link

📖 Example or definition

📝 Exercise

✍️ Support service

❗ Summary

This dossier is a team effort, headed by Markus Weil, former member of the Center for University Teaching and Learning. Special thanks are due to those people from the various faculties who have taken a critical look at the draft versions of this dossier and provided feedback.

We wish you a stimulating read.

Your Center for University Teaching and Learning at UZH
1 First steps in your new role

Let’s turn our attention first of all to an area that affects you as an individual: Who are you as a lecturer?

We don’t want to make this matter any more complicated than it already is. But then again, you have been at university for a long time and are nevertheless once again new: new to university teaching. As a rule, this step involves a change of role. You have previously experienced study at university from the perspective of a learner. You found some lecturers good, others less good. You were actively involved in teaching – as a learner. So you bring a whole raft of ideas about how university teaching functions and what you would really like to do as a university teacher, and what you definitely don’t want to do. Yet often you find yourself in a dual role: many new lecturers in university teaching are also doctoral students. This doesn’t make it any easier to feel at home in university teaching. But this role also creates a great opportunity: you are open, flexible, you can experiment. You are still close to the students.

In your new function you can give courses yourself, create learning environments, facilitate research-based learning, demonstrate your own research expertise and focus on knowledge and research as central themes. Taking all this into account, this chapter will help you to become aware of and actively shape your role change.

Appearance and behavior

Experience with our first steps in university teaching programs shows that, at the beginning of their university teaching, assistants often ask about their appearance and behavior. These questions range from concerns with authority, style of clothing, facial expressions and gestures through to issues such as whether to address students in a formal or informal manner. It is very difficult to give general answers to these questions. The most important thing is to remain true to yourself, whilst also being aware of your role as a teacher. You can support this by the way you dress and speak, and through non-verbal communication. Ultimately, however, the most crucial aspect of your teaching is the task of creating a learning environment in which students can acquire academic skills. Where questions about your behavior arise, it is advisable to discuss them with colleagues who already have experience in university teaching. There are also considerable differences between the faculties with regard to clothing styles and terms of address.

In general it can be said that at the start of your teaching career a more formal manner can help you make the transition from one role to another. Even though assistants and students at the University of Zurich are usually on first-name terms, care should be taken in other situations – for example oral exams. An informal tone should not create the impression that informal academic criteria apply for official assessments.
Three simple tips are:

1. As a basic requirement choose clothes that ensure a minimum level of respect for the course. Depending on the circumstances wear working clothes (e.g. laboratory or protective clothing).
2. Basic inner attitude: the students are primarily motivated adults.
3. Try to use language appropriate to your discipline that is not over complicated and use a relaxed and flexible body language to stress your points. (cf. Dahmer 2007, p. 66f.).

Self-perception

Initially lecturers are most likely to feel insecure about their appearance and role expectations (cf. also Knight 2002). The chart below will help you to assess the various characteristics that apply to your own role expectations. If you assign different, and in some cases opposing, characteristics to your role, you will quickly build up a picture of your role profile.

<table>
<thead>
<tr>
<th>Role profile</th>
<th>How do you understand your role?</th>
<th>Which roles would you also include?</th>
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<tbody>
<tr>
<td></td>
<td>(1 = Role does not apply at all, 10 = Role applies completely)</td>
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<tr>
<td></td>
<td>This short reflection helps you to become more aware of particular functions and about your own role. These ideas are often only implicit and seldom talked about.</td>
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<th>Intermediary</th>
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Awareness of role expectations can enable university teachers to visualize the way in which they see their own roles. By this use of metaphors, they can reflect on their role and exploit opportunities for development.
Role metaphors

Draw a picture without words: How do you see yourself as a teacher?

Example: Like a fish in water

Compare this metaphor with a picture that you had of yourself as a student. Are there similarities or differences? Perhaps not much has changed from your perspective. For example, as a student you saw yourself as a bee in an enormous beehive, and now your role is that of beekeeper. What is the greatest challenge for you in this new role?

This technique – combined with written observations – was used in a research project to learn more about the way lecturers perceive their roles (cf. Korhonen/Nevgi 2010). Initial results show that on the whole participants’ perceptions of themselves as teachers were relatively weak, and that they reported feeling isolated in the role of lecturer. Here options for development could include a more detailed analysis of the role of lecturer and making more conscious efforts towards cooperative teaching, e.g. in the form of peer observation.

With the help of the two techniques shown, you can identify those aspects of your new teaching role that are unfamiliar to you and which you would like to work on in more detail. Our university teaching compass helps you to match your needs with some of the services we offer (cf. service section). If asked we are also happy to provide you with personal support (look at our website).

Role models, part I

Richards/Rogers, 2001 (p. 252):
"The most resilient or ‘core’ teachers’ beliefs are formed on the basis of teachers’ own schooling as young students while observing teachers who taught them. Subsequent teacher education appears not to disturb these early beliefs, not least, perhaps, because it rarely addresses them."

Whether we are aware of it or not, our first steps in university teaching are often shaped by our previous experience of teaching-learning situations, in which we were ‘on the other side’. This is completely legitimate and a help in finding your feet in your new role. It is worth becoming fully aware of these role models and analyzing them to ascertain what was so good about them. This type of reasoning enables you to plan and shape your own teaching more systematically. Your focus becomes more differentiated: How well can you deal with
new students beginning their studies? Why was a lecture or seminar so interesting? If you lack certain important qualities, how can you find alternatives that allow you to still be able to teach well at university level? Role models can help immensely to answer these questions. However, it is also necessary to maintain a certain distance from a role model – if you are quite reserved for example, it is not much use trying to imitate a very outgoing lecturer.

Didactical work at university should focus on your personal potential. There are no generalized answers to questions about your own role. You can gather and reflect on a range of different experiences which enable you to extend your repertoire and choose the option best suited to the different teaching situations you encounter.

Self-image and external image

Once you have become clearer in your own mind about your own role expectations, you will soon notice that challenges arise with regard to the expectations imposed upon you from outside. Your own view of your role can occasionally look very different from that of others e.g. students, colleagues or superiors. We make an additional distinction here between a functional and a symbolic role dimension.

Dissonances can arise when the functional and symbolic role do not correspond, i.e. when your personal commitment does not conform with the expectations of the ‘whole world’. Or to put it more generally: role conflicts can arise when your own view of your new role as a lecturer is not in accordance with the views of others. Three typical difficulties are role overload, role conflicts and role ambiguity:

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**Dealing with role models**

In your first semester you experienced a lecturer who, despite the large number of students in the lecture, succeeded in inspiring you to undertake a research project. After some consideration, you realize that this was mainly because the lecturer presented the current state of research. On top of which he continually encouraged the students to develop their own questions.

Five years later you find yourself standing in front of students as a lecturer. The research project on which you are working has, however, not yet produced any comprehensive results. You consider how you could succeed in inspiring the students in the same way you were all those years ago. You decide that for each theme addressed in the lecture or seminar you will present either the current interim results of research or a relevant methodology, and that you will make your own project the theme of one class.

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**Fischer/Wiswede 2002 (cf. p. 460f.):**

**Functional role dimension**

This is concrete, visible, observable from outside, what the ‘whole world’ expects of you in this role.

**Symbolic role dimension**

This dimension is much subtler – it concerns the personal perception and principles associated with a person’s own role, such as commitment, communication, integrity.
- **Role overload** refers to role expectations that are too high.
  The way to a solution lies in communicating your self-perception of the role to the outside world, and bringing it into line with expectations. In addition, priorities can be set on the basis of those aspects of being a lecturer that are important, and those which are less important, and by subsequently focusing on the expectations with a higher priority.

- **Role conflicts** show themselves in contradictory role expectations.
  One possible way to achieve a solution could be to specifically clarify the demands arising from outside. Sometimes it can also help to define your own role from the outset, if - for example - the students have different expectations of you than you do of yourself. Make your role transparent and tell them how you view your tasks. With superiors it can be helpful to first of all gain an idea of their expectations in order to identify any possible role conflicts and, where possible, to look for a solution together.

- **Role ambiguity** refers to contradictory role expectations.
  Possible solutions can include getting feedback on your own role and discussions with other lecturers about the expectations placed on you. These expectations should be clarified above all within the team: it can be a hindrance to the teaching-learning process if students are too heavily involved in addressing issues surrounding uncertainty. Try to clarify things to start with, or as soon as possible after a conflict has arisen. (cf. also Kühn et al. 2006, p. 358f., Fischer/Wiswede 2002, p. 466)

To avoid role conflicts, transparency should be created from the start. Initially it is helpful to distance yourself from a conflict situation and consider it more closely:

How can the situation best be described? The next step is to identify your own role in the situation: What are internal and external attributes of the lecturer’s role (e.g. role as examiner, role as expert, role as moderator,...)? Do different role expectations clash in this situation? The identification of the different areas of responsibility can also help to gain a clearer understanding of your own role and the areas of responsibility associated with it.

### Identifying areas of responsibility

List situations regarding the role of lecturer and give each one a keyword. Write each of these keywords on a separate post-it, and then place the post-its in responsibility zones on a sheet of A3 (my responsibility / it depends / not my responsibility).

<table>
<thead>
<tr>
<th>Situation A</th>
<th>Situation B</th>
<th>Situation C</th>
<th>Situation D</th>
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This can help you clarify those areas of responsibility which you genuinely consider to be your own, and areas where you would like to inform students about differences in role expectations or point them in the direction of other responsible bodies or people. This is a relatively simple instrument with which to gain an initial overview and identify dissonances within your own role. If it is possible you can also conduct this type of assessment with colleagues or compare it with the expectations of your superiors.
Your understanding of your own role in university teaching will probably change over the course of time and from situation to situation. However, during the initial getting-started phase the greatest challenges that arise will result from your change of role.

<table>
<thead>
<tr>
<th>Role change - role expectations</th>
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<tbody>
<tr>
<td>You can use a number of different points to reflect on your change of role to lecturer: Your own appearance and behavior should not have a negative influence on the learning environment, i.e. if clothing, language or gestures distract too much from the teaching-learning process then this could indicate, depending on the circumstances, a need for action. The conventions of your discipline and faculty should be respected. The best way to find out what these are is in discussion with colleagues. It can help to clarify your own expectations with regard to your role as a lecturer and to identify role models. A need to take action arises above all when your expectations differ from those of the University, the faculty, institute or the students. In these cases creating distance from unwanted roles or creating transparency by openly discussing differing role expectations can be of help.</td>
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<table>
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<tr>
<th>Support in changing role</th>
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<tr>
<td>Teaching is a complex activity. With the help of our range of continuing education courses you can acquire or deepen the competencies you need. In our Didactica courses you will find individual courses on the subject of roles (e.g. supervising students - dealing with roles and relationships) <a href="http://hochschuldidaktik.medioag.ch">http://hochschuldidaktik.medioag.ch</a> Our advisory services can help you deal with questions related to your role as a lecturer. Our services in the Center for University Teaching and Learning are voluntary, free of charge and are treated confidentially. <a href="http://www.hochschuldidaktik.uzh.ch/begleitung_en.html">http://www.hochschuldidaktik.uzh.ch/begleitung_en.html</a></td>
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</table>
2 First steps in teaching

In the following chapter we will look at the questions that are of most practical use to you in your teaching situation: How exactly should you start the semester? What is the best way to teach at university?

In some circumstances student learning begins as soon as you report ad hoc on your research topic. However, where university teaching is concerned, good planning is advisable, for both the course as a whole and the individual lessons:
Firstly, you can better coordinate contents, methods and learning outcomes with other courses and provide a better overview of where an individual topic is located in relation to the field as a whole.
And secondly, the planning stages give you more security when you most need it, which is at the beginning of your teaching.

We use pedagogical fields of action (based on Terhart 2000) to plan a course or lesson and these can be summarized in six steps. For the final step 'Find the right teaching-learning format' we have selected three typical situations: frontal teaching, cooperative teaching-learning situations and support for individual learning. By making this differentiation, we hope to have found a middle way between the great complex field of university teaching and the need for a few, specific reference points.

Focus: Planning steps for the teaching situation

Fundamental questions

As a rule the contents of a course are predefined – and whilst you may sometimes have a great deal of freedom, you will nonetheless almost always have a great deal of material to get across in the standard 14 lessons per semester. However, planning your own lessons can be relatively easily if you take the following points into account.
Three fundamental questions for planning a course/lesson
For the entire course or individual lesson write down:

- **What students should be able to do**
  This deals with the contents, interdisciplinary competencies, attitudes etc. that students should learn.

- **How they should learn it**
  This relates to the way students learn and which teaching methods you will use (teaching presentation, group work, self study etc.).

- **Why they should learn it**
  This often neglected question provides you with a planning aid, and the students with the opportunity to understand the relevance of the contents and the methods.

Depending on the circumstances it is not always easy to fulfill these prerequisites, nonetheless they provide important information for your planning. You will find the first important piece of information in the description of the module in the course catalogue. In what follows we differentiate between six steps, which correspond to central didactic fields for the planning of courses and individual lessons (cf. also Terhart 2000). Especially for those taking their first steps in university teaching, the accompanying key questions provide a point of reference that show where there could be room for your own input. For your preparation you can either use the individual points sequentially or combine them freely. The only thing that is important is that you take all steps into account. The different steps can be applied to an entire semester, producing correspondingly general answers, or to individual lessons. The degree of specificity is significantly higher when planning lessons.
Six steps for planning a course or lesson
When planning your teaching, ask yourself the following questions, and consider whether they are fulfilled:

1. As far as possible, are you aware of all the conditions and requirements? What do you still need to know?
2. Are you familiar with the material? Is your specialist knowledge up to date with the latest research results?
3. What competences should the students acquire and why? What (research-oriented) learning outcomes are you pursuing? Have you formulated the overall goals for the entire course (whole semester)? Have you set the more specific goals for individual lessons?
4. How have you distributed the workload for the students in terms of contact time, preparation and follow-up time?
5. In what form can the students best demonstrate the competences described in the learning outcomes?
6. Which teaching-learning formats are suitable to achieve your learning outcomes? Is there space to include newer, other teaching formats in your lessons?

Step 1:
Ascertain requirements

As far as possible, are you aware of all the conditions and requirements? What do you still need to know?

The most important information required for a course is about the students. Which students will attend the course:
- Are they new or advanced students? Approximately how many students will come?
  You can obtain information from the module administrators or from those who have already taught the course. If you are uncertain about the students’ level of prior knowledge, you can, for example, gain an overview by starting a brief online survey before the start of the lecture.
- Does the study program impose conditions that need to be adhered to?
  The lesson is embedded in a module and the module in a study program. There is someone responsible for each of these levels, who could most certainly provide you with information.
- What type of lesson is it: an (introductory) seminar, an exercise, a lecture, a laboratory experiment ...?
  It is worth finding out what is really meant with ‘seminar’ or ‘lecture’. There are lectures with 20 people and seminars with 50 – ask your colleagues and superiors.
- Where will the lesson be held? Are there several rooms? What equipment is available?
  Often you don’t find out in which room a lesson will take place in until very late. The Service Center provides media equipment etc. for the room (microphones, computer, flipchart etc.). Do you need a backup, in case the beamer doesn’t work? Would you like to record a lesson?
- When do the lessons take place? Are there foreseeable cancellations (e.g. public holidays)?
  This is usually determined in advance. Here you should identify critical phases. These occur mostly before public holidays, in exam periods and at the end of the semester. How would you like to proceed in these lessons?
Step 2: Decide on learning material

Is the content of the material clear to you? Is your specialist knowledge up to date with the latest research results?

It isn’t necessary to plan every single lesson in detail before the start of the semester; rather, the goal is to create a framework in which to incorporate the material. Besides study regulations and descriptions of the module, current developments, such as the latest specialist publications and research results, should be included. Sometimes it is also worth calling the contents of a lesson to mind with the help of a mind-map or a summary. This ‘infusion’, i.e. more detailed examination of the topic to be presented (cf. e.g. Aebli, 1987), will help to make clear where central themes can be separated from peripheral ones, where possible difficulties could arise, and which issues could lead to student questions. An additional instrument for advance organization of the lesson and to help develop prior-knowledge amongst the learners is the Advance Organizer. The Advance Organizer refers to learning aids handed out in advance, which can be used to structure new material. It thus allows the new material to be visualized as part of a network early on in the learning process, with the goal of understanding the themes presented in terms of their basic meaning and context (Wahl, 2005, p. 125).

An Advance Organizer is an instrument for pre-structuring lessons and for creating prior knowledge amongst learners. You can find more information in our A-Z University Teaching and Learning: [www.hochschuldidaktik.uzh.ch/hochschuldidaktikaz.html](http://www.hochschuldidaktik.uzh.ch/hochschuldidaktikaz.html) (in German)

Overview of teaching material

Take a moment to consider how an overview of the teaching material for your lesson might look like. Would a list with a linear sequence of themes already sufficient for this purpose? Could a mindmap show additional hierarchies and connections between themes? How would you present the teaching material for your lesson visually?

You can use these visualizations to present the structure of your material in the form of a map. The students will appreciate having a further opportunity to make connections between the teaching material on top of the one provided by the list showing the themes in linear fashion. When preparing individual lessons you can make more concrete decisions about teaching material. Is something still open from the last lesson? Is there sufficient time for another digression on an interesting topic? Lecturers often tend to pack too much into a lesson. It is worth identifying a ‘predetermined break-off point’, which allows you to break off the lesson with enough time to conclude with a summary.
Step 3: Set learning outcomes

What competencies should the students acquire and why? What (research-oriented) learning outcomes are you pursuing? Have you formulated the overall goals for the entire course (whole semester)? Have you set the detailed goals for individual lessons?

In addition to structural questions, the Bologna reforms also brought questions of educational psychology into focus. Consequently, lecturers must also consider which competencies students should be able to demonstrate at the end of the module as a whole and why. According to Bromme (1997), competencies denote ‘a coherent ensemble of knowledge and skills that are united in one person’ (cf. ibid., p. 187). The aim of academic work is to critically examine existing knowledge and to create new knowledge. This is a distinctive feature that should be taken into account in teaching situations at university. Knowledge is the basis for many individual and cultural achievements, but of itself it still does not constitute an action. Academic work is always about how to treat knowledge: academic studies should, therefore, not focus solely on material, but also provide the skills for complex academic activity on the basis of current knowledge.

Each time you draw up a plan, you should therefore ask yourself which competencies the students should acquire in the module, course or individual lesson and subsequently be able to demonstrate. The competencies to be acquired must be described in the learning outcomes. Learning outcomes have varying degrees of coverage, e.g. targets for the overall study program, rough goals for the module or course and detailed goals for individual lessons. A distinguishing feature of learning outcomes lies in their differing degrees of precision. For the planning of your own teaching, it will primarily be overall and detailed goals that are relevant.

Formulate your detailed goals very precisely. The term used here is operationalized learning outcomes, which encompass an observable behavior, a clear designation of the object or task to which the learning goal relates, and an assessment criterion.

<table>
<thead>
<tr>
<th>Formulation of learning outcomes</th>
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<tbody>
<tr>
<td>Formulate a detailed goal for your next lesson.</td>
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Check whether the learning goal presents a realistic challenge for the relevant target group, and how it can be explained sufficiently well to the students.

Effective learning outcomes
- Contain components related to the material and to an activity,
- Are clear and precise,
- Are as concrete as possible and
- Are formulated from the perspective of the students (e.g.: the students can...)

Apart from the level of coverage (overall targets, rough and detailed goals), varying standards also apply for these learning outcomes.
Gradation of learning outcomes

Bloom’s ‘Taxonomy of educational objectives’ has profoundly changed, and influenced, our understanding of learning outcomes. Bloom (1973) distinguished, on the one hand, between learning outcomes according to learning domain (cognitive, affective and psychomotor learning outcome dimensions) and, on the other hand, created hierarchically organized stages of learning outcomes within the individual dimensions (taxonomies).

In the cognitive area we, following Metzger and Nüesch (2004), propose a differentiation between three levels of learning outcomes:

3. level: Produce information
   - Analysing: comprehensively and systematically investigate facts, whereby creating a new set of criteria necessary for this.
   - Synthesis: combine individual pieces of information into a new whole (creating).
   - Evaluating: comprehensively and systematically evaluate facts, whereby creating a new set of criteria necessary for this.

2. level: Process information
   - Understand the meaning: describe/explain/interpret/prove/understand etc. the information that has been learned.
   - Applying: transfer the structures learned to linguistically new, structurally similar content.

1. level: Recall information
   - Recognition: recognize learned information in a different context.
   - Remembering: reproduce learned information in an unchanged form (name, list, recognize).

For a more in-depth understanding: dossier Unididaktik 1/08: ‘Formulating learning outcomes in Bachelor’s and Master’s study programs’.

The complexity of the learning outcomes should be formulated and aligned to suit each level of study (Bachelor, Master’s, but also reflecting assessment level, doctoral, continued education). With regard to research-based learning, consideration could be given to how 3rd level learning outcomes could be integrated at Bachelor level to reflect research orientation.

Step 4:
Plan learning time

How do you distribute the workload for the students in terms of contact time, preparation and follow-up time?

Learning times include attendance at lessons, as well as self-study with preparation and follow-up time, and the time required for the official assessment. The number of credit points available offers a good basis for planning: if for example 2 ECTS points are awarded for a course, then this corresponds to a student workload of 60 hours. The best way to proceed is to organize the learning outcomes into thematic units, which make it clear when and where students have to do what is required of them. In the case of 2 ECTS points this would amount to 28 teaching hours for a two-hour lesson spread across the entire semester. On top of this there could be, for example, 20 hours preparatory and follow-up work and 12 hours preparation time for the official
assessment (if required). In many faculties and institutes there are staff familiar with the planning of the curriculum who can provide you with specific information relevant to your discipline.

Thus, you should precisely plan how much time students need for individual parts so that the student workload is appropriate to the value of the course. The learning and work undertaken by students at home or in groups is also considered part of their workload. Although you have differing degrees of flexibility with regard to the sequence of individual phases, it is worth sequencing them on the basis of your learning objectives rather than according to a pre-given time structure (e.g., 14 x 90 minutes).

Sequence of phases
You can also find additional information in the dossier Unididaktik on the topic of sequencing phases in seminars (publication date Spring 2011):
http://www.hochschuldidaktik.uzh.ch/instrumente (in German)

Step 5: Plan assessment of competencies

In what form can the students best demonstrate the competencies described in the learning outcomes?

Assessment of competencies – Official assessments – Exams
We use ‘assessment of competencies’ as a very general term when students demonstrate or provide proof of their competencies in one form or another. The term ‘official assessment’ is used more specifically for an assessment that is evaluated, and decisive for passing or failing a module in a study program. In the Bologna process, the term ‘official assessment’ is usually used as a formal replacement for the term ‘exam’. Occasionally, the term ‘exam’ is used to denote classic written and oral tests.

Depending on the circumstances, assessments of competencies can play a central role in individual lessons: if for example you give students a brief task to complete in the middle of the semester and subsequently evaluate it, then you can learn something about the students’ current state of knowledge and react accordingly in the lessons that follow. This type of survey can also be undertaken electronically during the lesson or online in the learning environment (cf. Chapter 4: First steps in professionalization).

With regard to the course or module as a whole, assessments of competencies are sometimes foreseen as mandatory official assessments. It should be stated before the start of lectures what type of official assessment students are expected to complete, and which course/module it relates to. Mere ‘active participation’ or ‘presence’ is, as a rule, insufficient, as this does not demonstrate the acquisition of skills by the students. Ideally, students can demonstrate the competencies stated as targets in the learning outcomes.

Official assessments can take a variety of forms: from written or oral exams of different types, through to learning journals and documentation, all the way to poster presentations and presentation of student papers.
Step 6:
Find the right teaching-learning format

Which teaching-learning formats are suitable to achieve your learning outcomes? Is there space to include newer, other teaching formats in your lessons?

When looking at the semester as a whole, you can consider which teaching-learning formats can be assigned to the particular learning outcomes. Lectures in teaching time and reading matter in self-study time are particularly suitable for knowledge transfer. Where students need to practice particular skills they must be given the opportunity to do so, e.g. in the laboratory, in group work, in the field, with patients, or in the computer lab. These phases can be organized in the form of teaching time with lecturers as well as self-study time.

Example: tandem learning
Wahl (2005) divided students into small groups or learning tandems for the entire semester, these studied individual topics and subsequently taught the others. This relieves lecturers of their task of always being in the role of the all-knowing teacher, whilst also encouraging them to adopt the role of guide instead. This enables students to actively construct their knowledge and to link it to their prior knowledge. (cf. e.g. Steiner 2001).

More and more complex arrangements are not necessary, and sometimes circumstances mean that these are not even possible. Consider which learning outcomes can be best achieved with which teaching-learning formats and how these can be combined to arrive at a meaningful sequence over the course of the semester.

For individual lessons we would like – despite all the differences – to highlight three central teaching-learning situations, all of which we deliberately talk about in broad terms.
A frontal teaching-learning situation can mean that you stand in a lecture theatre in front of 800 students, that you give a lecture to five students or that you make a video available on an online platform. A cooperative teaching-learning situation can also take place in a large lecture theatre, for example as a brief discussion in pairs to answer a question, as work in small groups in a seminar, or as an online-forum. Individual teaching-learning situations concern the relationship between you and each individual student, either through the supervision and evaluation of individual work stages, or official assessments, or questions that students ask you by email, in breaks or during office hours.

The following cannot cover every aspect of a complex teaching situation, but it attempts to provide some information about how you can effectively deal with the tasks facing you in your teaching: to begin with, you should receive information about what is required of you from the Chair you are working for. You can also profit from the experience already gained at your institute and by your colleagues.

Frontal teaching-learning situation

Frontal teaching-learning situations such as presentations or inputs frequently take place at universities in lectures or in the introductory phase of seminars. These have knowledge transfer – mostly with discursive elements – as their primary goal. The most frequent form of frontal teaching-learning situations are lectures with and without Power-Point or the use of transparencies. Related questions mainly refer to language and manner of speaking, to the presentation and visualization of learning material and to one’s own appearance, in particular in front of large groups. To help break up a frontal teaching-learning situation, you can introduce activities for students, ask questions, or use a change of media or speaker. Helpful questions related to frontal teaching-learning situations are:

<table>
<thead>
<tr>
<th>Structure of statements</th>
<th>What do I have to say? What is the most important part of it? How should I begin? How should I finish? How should I structure the lecture?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale</td>
<td>Why do I want to raise an issue, talk about something?</td>
</tr>
<tr>
<td>Audience</td>
<td>Who am I talking to? How can I gain the students’ interest or inspire them to think along? Am I using expressions familiar to the students and which refer to a common area of experience?</td>
</tr>
<tr>
<td>Time</td>
<td>How much time do I need for the teaching presentation? How do I deal with too much or too little time in a specific situation?</td>
</tr>
<tr>
<td>Media</td>
<td>What teaching aids do I use? How do I visualize the teaching material?</td>
</tr>
</tbody>
</table>

Cooperative teaching-learning situation

Cooperative teaching-learning situations at the University are directed towards group processes and are often of a discursive nature. They support learners through suitable learning aids and ensure learning outcomes are attained. Frequently used forms of cooperative teaching-learning situations are pair or group work, as well as (moderated) discussions. Cooperative teaching-learning phases can also be used very effectively in large groups (‘Briefly discuss this question with your neighbor, I will then collect 3-4 answers as examples.’) The following questions may help conduct cooperative teaching-learning situations:
## Individual teaching-learning situations & supervision

Individual student learning processes and projects that are supervised by you as a lecturer are the starting point for individual teaching-learning situations and supervision. These can be official assessments, that relate to the module or the program as a whole, or individual sequences of teaching such as the supervision of student papers. In order to work out practical options, it is important to clarify your own role as lecturer (cf. Chapter 1). Typical forms of individual teaching-learning situations are providing advice, supervising and coaching of individual students or groups. Additional focal points are your reflections on your own role as supervisor, conversational and communication skills as well as giving constructive feedback.

<table>
<thead>
<tr>
<th>The task</th>
<th>What exactly should the students do? What format can I use to back it up? (Buzz-groups, group puzzle ..., cf. Macke et al. 2008) Can/must I use particular learning aids?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessing outcomes</td>
<td>How do I document the outcome? Is this important to avoid the impression that there is no genuine learning outcome?</td>
</tr>
<tr>
<td>Rationale</td>
<td>Why should students participate in the cooperative learning phase?</td>
</tr>
<tr>
<td>Participation</td>
<td>Am I, as lecturer, a participant in the cooperative teaching-learning situation? Do I want to form groups that combine students who are as similar or as different as possible, or do I leave it to chance?</td>
</tr>
<tr>
<td>Time</td>
<td>How much time do I need for the phases? How do I deal with too much or too little time in a specific situation?</td>
</tr>
<tr>
<td>Media</td>
<td>What teaching aids do I use? What material do I need for the task and to assess the outcome?</td>
</tr>
<tr>
<td>Conditions</td>
<td>How will you make yourself available for supervision? How do you deal with questions? Do you have a supervision concept for long-term work?</td>
</tr>
<tr>
<td>Feedback</td>
<td>How can you give feedback that is positive and constructive, but nonetheless honest and correct?</td>
</tr>
<tr>
<td>Evaluation</td>
<td>How do you evaluate? Are there evaluation criteria? How do you communicate these to the students? Are others also involved with whom you have to make arrangements?</td>
</tr>
<tr>
<td>Time</td>
<td>How much time do you have available for supervision? How much time do you devote to face-to-face meetings? Are there opportunities to structure supervision duties in a way that is less time intensive, such as through group supervision or peer-coaching?</td>
</tr>
<tr>
<td>Media</td>
<td>Can you use media in your supervision? Do media-supported aids come into question (e.g. online-forum)?</td>
</tr>
</tbody>
</table>
Finding the right teaching format
Take a look at the learning outcomes for your next lesson. Consider whether a frontal, cooperative or an individual teaching situation is the most suitable format, to ensure students meet the learning outcomes. What possibilities do you have to combine formats and structure the lesson? At what points is your lesson and the teaching situation necessary in order to add value to reading material? Even if you have a lecture with a large number of students: how can you build in an activating question? In a discussion: how can you assess the outcome? When giving advice: what feedback could be helpful in achieving the learning outcomes?

There is also a dramaturgy of teaching-learning formats for individual lessons. Here it makes sense to give some thought to the possible phases for the different teaching formats. As a rule of thumb, where material is presented in the style of a lecture the students’ attention curve will already have fallen to a level below that at the beginning of the lesson after approx. 15 minutes (cf. Apel 1999, Lloyd 1968). You can counteract this by activating the students or by changing the teaching-learning format e.g. to group work. Consideration should also be given to whether the lesson can, in part, be supported through E-learning or blended learning (cf. e.g. Reinmann, 2005).

E-learning – blended learning
From the perspective of pedagogical application, E-learning means that learners can use two new components to support their learning:
(1) Pre-prepared multimedia learning objects
(2) Networking via telecommunication networks. Both components are usually located on what is called a learning platform (cf. Euler, Seifert 2005, p. 4f.).

At the University of Zurich this learning platform is called Olat. Additional information: www.olat.uzh.ch

This cross-over of teaching time and E-learning is also known as blended learning. “The term ‘Blended Learning’ is derived from the English word ‘blender’ (mixer) and is a figurative description of that mixture which is regarded as the real challenge for providers of qualification systems.” (Breinbauer 2006, p. 40f., cf. also Sauter et al. 2004, p. 15).

At the beginning of your teaching career you can concentrate on just a few teaching-learning formats for individual lessons. After this it makes sense to extend your repertoire of methods over time and to also try out new ones to see how effective they are.
Concrete tips to structure a course or a lesson

The fundamental question is: What should, how and why, be learnt by the students?

**Course**
- Obtain information about the group of students (number, prior knowledge, study program etc.), the room (size, media equipment etc.) and structure the material.
- Consider how you can integrate research material for the students to work with, and which competencies the students should acquire as a result of the course as a whole.
- Plan how the students can demonstrate the competencies or find out what your course has to do with the official assessment.

**Lesson**
- Set learning outcomes for every single lesson. These will serve as a planning aid for you and as an organizing structure for the students.
- Consider which learning forms and media are best suited to achieve the learning outcomes.
- Plan how you can constantly obtain information throughout the semester about where the students stand.

In the laboratory, in problem solving or in the lecture theatre the situation is extremely complex. Nonetheless, with the help of a number of planning steps you can structure your teaching for each situation and approach university teaching with more confidence.

Support in your teaching situation

On the pages of the ‘A-Z of University Teaching and Learning’ you will find an overview of topics related to teaching at university (in German).

A range of subjects are briefly presented over two pages, with accompanying tips. In addition, more detailed information on some themes is available in a variety of formats.

[www.hochschuldidaktik.uzh.ch/hochschuldidaktikaz.html](http://www.hochschuldidaktik.uzh.ch/hochschuldidaktikaz.html)

In our Teaching Skills Programme you can acquire more profound didactic skills and extend your repertoire of methods. The course offers you support in your efforts to create optimal learning conditions for students in the four areas: semester planning, frontal teaching, cooperative teaching-learning formats and the supervision of individual learning.

3 First steps in quality development

We consider the start to university teaching to be a pivotal moment in quality development: quality criteria and ideas about what constitutes quality play an important role from the very first time you plan or give a lesson. What is good teaching? And how can you judge the quality of your teaching and progress further?

Whilst at the beginning of your teaching as a lecturer there will most probably still be many open questions which, depending on the circumstances, could have an effect on your teaching, quality development focuses on the possibilities offered by innovative answers. Not all questions can be answered definitively, however we assume that reflection and an interest in receiving feedback will set a development process in motion. Particularly at the start of your teaching the main focus is to gain more security and self-confidence in situations that would otherwise be tackled intuitively.

Focus: Opportunities for quality development

Good teaching can only ever be characterized by a bundle of factors. In particular we should be clear about exactly which level of university teaching we are talking about. One level, for instance, is the entire degree or study program, another is the module level into which, depending on the circumstances, several courses may be integrated. Not every question about quality development affects them equally. If the students are satisfied or dissatisfied with the entire study program, this can easily also have an effect on the lessons designed by you. Often responsibilities for the different levels lie with different people (the responsibility for a study program does not necessarily lie with the person giving a lesson). You will notice differing speeds of development (an individual lesson can be changed more quickly than a study program as a whole) and, above all, also different quality criteria (a good lesson is measured against other criteria than a good module). Nevertheless, these levels must fit together: the individual lessons and courses must be conceived of as a meaningful part of a study program (this also means they have to be coordinated with one another).

For your start to teaching we will concentrate on the scope of your responsibility, which as a rule varies between an individual teaching sequence, a lesson and a course across the whole semester. The following sub-chapters take a look at these levels, the question of what good teaching could be, and how a lesson can be evaluated.
‘Good teaching’
We can learn anywhere and at any time. Learning is only occasionally dependent on explicit teaching. Teaching, on the other hand, is only meaningful if it is linked to learning and oriented towards it (also to its limits). It is not only teaching in general that can be realized in different ways, the same also applies to ‘good teaching’. However, every form of university teaching shares the same reference point and a central quality characteristic: to enable and support sustainable and research-based student learning. Teaching, therefore, is to be understood as the provision of a learning process. This corresponds to the idea of learning as an individual, active, constructive process (cf. e.g. Reinmann-Rothmeier/Mandl, 2001).

Research orientation in courses
University education at research-intensive universities develops at the cutting edge of the interface between knowledge and research. This is why university lecturers are proven researchers with an in-depth knowledge of their discipline. In their courses they place the emphasis on research-oriented processes, by:
• Making research-based learning possible,
• Demonstrating and explicating their own research expertise,
• Focusing on knowledge and research as the central theme.

From an institutional and organizational perspective the offer of university teaching is a matter for the University and individual lecturers. Naturally, this offer can be provided more or less successfully, and appear more or less attractive to the students. The usefulness of this teaching is, in turn, dependent on a variety of different factors: from the individual conditions of study and prerequisites for learning, as well as from group composition and the rooms and buildings available for teaching. Consequently, good teaching does not inevitably lead to good use of it. Teaching has to be adapted to the needs of the particular learning group. This does not just relate to the presumed level of prior knowledge on the part of the students and the academic demands of a course. It also means, for example, that the lecturers should make the relevance of the material discussed clear and also plausible. This increases student motivation, and therefore the usefulness of the teaching and the learning gains. A particular problem can occasionally occur when there is a mismatch between the expectations students and lecturers have of each other, and when their respective roles are interpreted very differently (cf. Chapter 1). Consequently, it is advisable for lecturers to make their expectations of the students transparent and explicit. This orientation towards the learning process can be regarded as a basic principle of university teaching, which, therefore, must be evident in all phases, from course preparation to the teaching itself and the follow-up phase.
Several factors for courses and lessons that are of significance for successful teaching can be identified. Winterler (2008) has – following Chickering and Gamson (1991) – condensed the many research results concerning ‘good teaching’ into seven principles. These offer an opportunity to reflect on your own teaching.

1. Good teaching promotes contact between students and lecturers.
2. Good teaching promotes cooperation between students.
3. Good teaching promotes active learning.
4. Good teaching provides prompt feedback.
5. Good teaching places special value on study-related activities.
6. Good teaching places high demands.
7. Good teaching respects differing abilities and ways of learning.

It is worth giving some thought to the question of what good teaching means for you right from the very start of your starting teaching. This can initially find expression in a guiding principle that represents what is most important for you. This guiding principle can help you to set priorities in your planning and teaching, as well as mirroring your view of yourself as a lecturer.
Guiding principle
Write down what is most important for you in university teaching:

Good teaching....

Evaluating lessons

Lecturers use different teaching techniques to support learning processes. Teaching should have a definite effect on learning. However, as the interplay between teaching and learning is extremely complex, there are – as suggested in the Offer-Use-Effect model - no clear causal relations between the two components: as a lecturer you always intend a certain effect, whether and how this occurs is neither guaranteed nor always easy to observe. Evaluating your own lessons can therefore mean analyzing the effect of your teaching and reflecting self-critically on the concepts employed in your lessons. This type of reflection can be undertaken in a number of very different ways and is frequently an interplay of various analytical steps and methods. There are for example lecturers who, after a lesson has finished, record their experiences in a teaching diary. Others invite colleagues to visit their lesson in order to be able to analyze a teaching-learning situation together.

Student feedback represents an important source for reflection on teaching. This feedback is always present - sometimes consciously, often sub-consciously, occasionally systematically prepared, but frequently unplanned. From fleetingly observed non-verbal signals (like a nod of the head) through to sophisticated online surveys, student feedback manifests itself in many shapes and forms. To use student feedback effectively, three basic decisions need to be taken, or questions answered:

What function should the collection and evaluation of student feedback serve?
Which concrete questions and content areas should be examined and analyzed?
What form of student feedback could serve to answer these concrete questions and allow the contents to be recorded?

The answers provided by students can serve firstly to find solutions to specific individual questions and problems related to university teaching, secondly to generally improve and develop courses and lessons further, and thirdly student feedback can be used to document your own teaching competencies (e.g. in a teaching portfolio).
Finding important questions

A proven method to systematically collect student feedback is to only ask students what you as a lecturer really want to know or only with regard to areas on which you can really react or have an influence.

Select the questions that are most important for you from the following options:

- How successfully is the link made to students’ prior knowledge?
- Is the didactic planning in line with the formulated learning outcomes?
- Does the concrete organization of the course or lesson promote the attainment of the learning outcomes?
- Is the structure of the course/lesson clear?
- How easily are the elements of the lecture understood?
- How do the students perceive my involvement?
- Is there successful interaction with the students and between them?
- How effective is the supervision of the students?
- Do my gestures support the transfer of knowledge?
- Is the official assessment coordinated with the course/lesson (learning outcomes, sequence etc.)?
- ...

Formulate a question that is very important to you personally:

Just as there is a diverse range of possible questions, the feedback provided by students can also take a wide variety of different forms. One criterion to differentiate between the different forms is the level of formality. A spontaneous comment by a student in the context of a brief conversation during a break does not, for example, require a previously planned form, whereas the use of a standardized questionnaire must fulfill certain formal (test-theoretical) quality criteria if it is to provide meaningful results.

Some examples of forms of feedback for lesson evaluation can be ordered as follows on the basis of their level of formality:

<table>
<thead>
<tr>
<th>Observation</th>
<th>Classroom Assessment Techniques</th>
<th>Standardized questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flashlight</td>
<td>Personal questionnaire</td>
<td></td>
</tr>
</tbody>
</table>

Relative levels of formality of various forms of feedback in university teaching
The choice of the form of feedback is determined by the questions that should be answered by the feedback and the function that the feedback should serve. For instance, it does not need an extensive, machine-readable questionnaire to find out whether or not students have understood certain aspects of a topic. A simple survey with the help of what is known as a ‘Classroom Assessment Technique’ (CAT) will do.

<table>
<thead>
<tr>
<th>Example of a CAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the students to note down which questions they regard as having been answered during the lesson and which questions remain open. Based on their evaluation you can take the time for more focused preparation for the next lesson and to (once again) answer the remaining questions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>One Minute Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please answer each question in a maximum of two sentences:</td>
</tr>
</tbody>
</table>

1. What is the most important insight you have gained from this double lesson?
   .............................................................................................................................
   .............................................................................................................................
   .............................................................................................................................
   .............................................................................................................................
   .............................................................................................................................
   .............................................................................................................................
   .............................................................................................................................

2. What questions remain unanswered at the end of the lesson?
   .............................................................................................................................
   .............................................................................................................................
   .............................................................................................................................
   .............................................................................................................................
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   ........................................................................................................................................

http://www.hochschuldidaktik.uzh.ch/hochschuldidaktikaz.html (in German)

The Center for University Teaching and Learning at UZH offers lecturers support in the choice and development of suitable instruments for in-depth reflection and evaluation of teaching.
Teaching development from the beginning

We recommend viewing your start to university teaching as quality development from the very moment you begin. You can support the quality of your teaching by using the criteria for 'good teaching' as a reference point. This can initially mean just familiarizing yourself with the different dimensions of quality from the existing literature about it, or reflecting on your own ideas about it. Ultimately, these are the criteria on which you want to base your own future development.

For the purposes of evaluating lessons there is, alongside external feedback from colleagues or experts and the opportunity for self-reflection, an additional source of feedback, namely feedback from students. Students can provide valuable input on the quality of your teaching that complements your self-assessment with an external perspective. Alongside standardized questionnaires there are other less formalized possibilities to gain student feedback, such as Classroom Assessment Techniques (e.g. minute papers).

Support for quality development

Quality assurance and quality development in teaching are of central importance for the University of Zurich. The entire range of services offered by the Center for University Teaching and Learning is to be understood as support for quality development.

The following selection shows the possibilities for quality assessment and student surveys on the quality of teaching at the UZH:
- Reflection on teaching
- Individual advice on ways to improve your own teaching
- Custom-made courses where requested

www.hochschuldidaktik.uzh.ch/begleitung/dozierende/lehrevaluation.html (in German)

Having someone sit in on your lectures or classes gives you the opportunity to come into contact with an expert for questions related to university teaching. Based on your specific teaching, discussion will focus on learning outcomes, methodical approaches, structuring of the lesson/course, appropriate use of teaching media, lecture style and communication skills. Being observed offers you the chance to reflect on your own teaching, and to discover new alternatives that allow you to optimize your teaching performance. Our services are voluntary, confidential and free of charge.

http://www.hochschuldidaktik.uzh.ch/begleitung/dozierende/hospitation_en.html
You give university teaching significance by dedicating your time to it, and not treating it as an insignificant part of your work. Where can intensive involvement with university teaching, that begins at the moment you get started, lead? How does your scope for action and ability to structure university teaching grow? What is your relationship to your research project and your discipline?

One way to add colour to a schematic picture of university teaching and learning is to view it from the perspective of professionalization: firstly, this extends your repertoire of teaching methods and your university routine, and secondly the forms of teaching that are initially a product of intuition receive conceptual foundations and a solid basis for reflection. Frontal, cooperative and individual teaching situations are based on the results of research and methods from your specialist context. You will be able to add situations specific to your discipline, ranging from language laboratories through to field research, from experiments through to textual analysis, and from case studies to simulations, to this list.

In the next section we choose three points of access to explain this further. Firstly, we examine the professionalization process in university teaching as the development of competencies from novice to expert. Secondly, we look at the role of pedagogic-didactic concepts, and last but not least at the documentation of personal teaching performance.

Focus: professionalization as an applied repertoire and network of sub-systems
From novice to expert in university teaching

If you are asked your profession the chances are that you will not say you are a university lecturer. This is typical for work where the focus of activity is seen as being elsewhere: you are above all an expert in your subject or a branch of your subject area. Nonetheless, university teaching is an essential part of your work. Subject expertise is an important prerequisite, but we also understand the professionalization process as an invitation to distinguish yourself as a university lecturer.

Phases from novice to expert

As a rule, experts distinguish themselves from novices in that they possess extensive, well-structured knowledge of their area of expertise and can draw on a wealth of experience in it. (Hasselhorn/Gold 2009)

The path from novice to expert is characterized by a number of different phases of competence development, in which the lecturer is increasingly able to link isolated sub-areas (strands) with one another, to create routines and develop analytic skills. However, for lecturers we can assume that there is no genuine novice level (even though the term is perhaps common in everyday usage); rather, thanks to the typical path taken through university as a student, lecturers can already be regarded as advanced beginners.

On the basis of this model we assume that at your point of entry into teaching you are either a novice or an advanced beginner. In all cases, however, we assume that you possess expertise in your discipline in relation to a particular subject or field of study – here you are an expert in comparison with the students, or you have at least an advantage in terms of your level of knowledge or experience. This double ascription – subject expert, but also advanced beginner in university teaching – does not always make life easy, either in terms of role attributes or self-perception.
Role models, Part II
Go back to page 8 and the example of role models. Consider for yourself: which lesson (or which lecturer) from your student days still remains positively in your mind because of the teaching? Note down what worked particularly well in this teaching situation? What could be the reasons for this?

<table>
<thead>
<tr>
<th>Teaching situation</th>
<th>Possible reasons for its success</th>
</tr>
</thead>
</table>

You can find further information on this topic at our site covering thematic areas, e.g. ‘University as an educational institution’, ‘Research-based learning’ or ‘Teaching competence’. http://www.hochschuldidaktik.uzh.ch/schwerpunkte_en.html

Significance of pedagogic-didactic knowledge

Pedagogic-didactic and content knowledge play an important role in the professionalization process in university teaching. This can be made available through research results, for example about the effectiveness of university teaching (cf. chapter 3), or via specialist literature.

Pedagogic-didactic knowledge is not exclusively for practical use; it also offers a basis for reflection by critically analyzing university teaching and the corresponding theories and research results. Of particular importance here is subject relevance, namely the link between the model and your everyday teaching practice in a particular subject area. Certain models are especially suitable for medical researchers, lawyers, economists, sociologists or mathematicians (and also widespread, e.g. problem-based learning in medicine). The particular features of your teaching-learning situations in the laboratory, in the lecture theatre, in seminars, in the field, in simulations, the computer room, at hospital beds, on the E-learning-platform also all need to be taken into account (e.g. laboratory didactics, E-learning, group work).
Models and concepts
You recall Bloom’s taxonomy of learning outcomes (chapter 2), the Offer-Use-Effect-Model (chapter 3) and the phases from novice to expert (chapter 4). These are all conceptual expressions of a particular aspect of university teaching. They exhibit differing degrees of abstraction, but in their specific circumstances serve as reference points that provide the appropriate foundations for your actions as a lecturer involved in university teaching. Conversely, it is possible to use your university teaching itself as an experimental field, and document and reflect on changes e.g. by altering a teaching method. This will allow you to modify existing models and concepts or develop them (further) for teaching and learning at university.

If you want to look at the didactic literature in more detail, you can find a range of highly recommended contributions (some also available to download) at:
http://www.hochschuldidaktik.uzh.ch/weiterbildung/tsk_en.html
→ Library Teaching Skills → AAI-Login

One pedagogic-didactic theme specifically appropriate to university life is that of research-based learning. With this we mean an introduction to academic work through the appropriate forms of study. Your students learn practical research skills as much as knowledge of their discipline. They learn to practice an approach that exemplifies scholarly activity: a desire to know, to call facts and one’s own view into question with critical distance (cf. Tremp/Reiber 2007). Research-based learning is realized in concrete sequences in lessons and courses. These offer the space for personal exchanges between lecturers and students. Here they meet as researchers, teachers, learners and actively shape their research, teaching and learning communities.

Reference points of teaching development
You can also find additional reference points with which to approach research-based learning and provide your teaching with a framework for further systematic development. On our homepage we also present conceptual approaches, as well as practical tips. Our guides to practical work are also based on the results of research and selected reference literature.
http://www.hochschuldidaktik.uzh.ch/instrumente_en.html (mostly in German)

Documenting and developing teaching competencies

Good university teaching does not just happen by itself. And when it is of high quality, this is not always appreciated by everyone everywhere. Whoever undertakes good university teaching, also needs to document and prove it accordingly. This type of documentation is also increasingly required in academic application and appointment procedures and is an important basis for academic career planning.

Whilst established benchmarks already exist for the evaluation of research (such as publication lists, external funding received etc.), it is often not so clear how to best document and evaluate good university teaching. You have the possibility to prove your own teaching competencies with a Teaching Portfolio. You can use this to reflect on your own teaching and prove the quality of your teaching with appropriate documents. Because teaching portfolios should express the competencies of lecturers in a way characteristic of them, they need to be individually compiled. There are a variety of options for creating and presenting a teaching portfolio.
We attach importance to the fact that the documentation of teaching performance and quality has a strong academic basis. The criteria for the creation of teaching portfolios are, therefore, based on the findings of academic research on teaching-learning processes for the development and implementation of university curricula as well as on questions related to academic education and the problems of academic research.

### Teaching verification

Note down which three documents you would present if you were asked to prove the quality of your teaching:

1. __________________________________________
2. __________________________________________
3. __________________________________________

### You can find more information about teaching portfolios at out A-Z brief information under ‘Teaching portfolio’:

http://www.hochschuldidaktik.uzh.ch/hochschuldidaktikaz_en.html (in German)

### Teaching portfolio

You are no longer a novice in university teaching because you already know university from your student days. As an advanced beginner in university teaching you bring a high level of subject expertise with you. This knowledge and specific research orientation form the basis of your development as a lecturer at the University of Zurich.

There are a number of general university teaching concepts that can support you in the process of introducing your students to research results and methods through your teaching, and which can also act as a tool for reflection on your teaching. But conversely: if you adopt an inquiring and probing mind towards your teaching activity, you can also develop your own concepts. If you document this process, then you will also create solid proof of your expertise in university teaching.

### Support on the topic of professionalization

As part of the process of professionalizing your teaching, advice is offered in thematic areas: by having a didactical expert sit in on one of your lessons you can develop alternatives to your usual teaching based on the observations and feedback from a teaching specialist. Additionally, the Center for University Teaching and Learning of the UZH offers support in the development of questionnaires and other tools appropriate to a specific situation for the systematic evaluation of your university teaching. We are always happy to give tips and tricks on teaching performance for example by creating your own personal teaching portfolio.

http://www.hochschuldidaktik.uzh.ch/begleitung/dozierende_en.html

Our Teaching Skills program offers assistants at the UZH opportunities for training and continued education in teaching and also to make their university teaching performance visible: a certificate is awarded upon successful completion of the program. Teaching Skills can also be counted toward the fulfillment of the requirements of some doctoral study programs.

http://www.hochschuldidaktik.uzh.ch/weiterbildung/tsk_en.html (in German)
Service

First steps in a specific faculty

From our perspective it only makes sense to distinguish according to faculty when specific themes and questions are dealt with that belong to a particular group of study programs. The boundaries here are not always clear, and sometimes we would also like to consciously overcome them. When general didactic themes are being dealt with, it can be very inspiring to discover the variety of approaches that can be taken in different contexts when taking your first steps in university teaching. In these types of courses we encourage you to use the variety offered by the different faculties to question your own routines and to enter into a lively exchange of views. This can lead to new questions, but also to new solutions that are relevant for a number of different faculties. However, you will find access to specific faculties on our special ‘first steps in university teaching’ pages with additional information and tips on other services.

In order to provide you with the most up-to-date information possible, we have decided to leave out a detailed faculty-specific presentation at this point. Instead, we invite you to use the access points on our website specially compiled for the different faculties (mostly in German).
www.hochschuldidaktik.uzh.ch

Faculty-specific support
Wherever possible our services integrate faculty-specific problems: during the second half-day of Début – the first steps in university teaching course in the Center for University Teaching and Learning – we address faculty-specific questions in the appropriate groups.
http://www.hochschuldidaktik.uzh.ch/weiterbildung/debut_en.html

Teaching Skills is designed to take account of the individual faculties and the specific requirements of university teaching. In some doctoral programs the workload can be formally credited.
http://www.hochschuldidaktik.uzh.ch/weiterbildung/tsk_en.html

Are you looking for answers to questions about teaching, and in discussion with colleagues have you identified the teaching issues of joint interest that you would like to look into further? Together with you we will work out custom-made continuing education programs in the form of courses and advisory services.
http://www.hochschuldidaktik.uzh.ch/weiterbildung/alacarte_en.html
The Center for University Teaching and Learning has a range of different formats for continuing education. But how do you find the right service or course for you?

The University teaching and learning Compass locates your needs and directs you to our resources:

<table>
<thead>
<tr>
<th>Focus</th>
<th>Contents</th>
<th>Target group</th>
<th>Scope and format</th>
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<tr>
<td>Début</td>
<td>First steps in university teaching, individual and group work</td>
<td>Assistants starting their university teaching career</td>
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<td>didactica</td>
<td>In-depth look at teaching topics on an individual basis</td>
<td>Lecturers</td>
<td>Courses from 2 hours to 2.5 days</td>
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<td>À la carte support</td>
<td>Individual focus</td>
<td>Group of lecturers within an institute or study program, program coordinators</td>
<td>Tailor-made courses for institutes and units.</td>
</tr>
<tr>
<td>Professors Program</td>
<td>Support and assistance in the new leadership and teaching position</td>
<td>Networking and exchanging ideas, external teaching retreat, sitting in on colleagues course, group coaching</td>
<td>Custom-made faculty offer Duration: counseling for 10-11 months</td>
</tr>
</tbody>
</table>
Additional material

A-Z of University Teaching and Learning
On these pages you will find an overview of didactic terms used in university teaching accompanied by brief information and additional material. The goal is to explain central didactic concepts and to give tips on how to implement them.
http://www.hochschuldidaktik.uzh.ch/hochschuldidaktikaz

Dossier Unididaktik 1/08
Formulating learning outcomes in Bachelor’s and Master’s degree programs
The goal of the dossier Unididaktik is to inform teaching staff at the University of Zurich in compact form about the most important aspects of learning outcomes, and make them aware of the problems that can arise in relation to them. In addition, it provides practical tips on how to use learning outcomes at different educational levels. In German. Download:
http://www.hochschuldidaktik.uzh.ch/instrumente

Dossier «Official assessments in modularized degree programs»
This Dossier is intended to support lecturers and those responsible for module and study programs in the design of official assessments. Official assessments represent important reference points throughout a study program. They provide students with information about what the University as an educational institution expects of them, and therefore also what is really important for the University and its lecturers. In German. Download:
http://www.hochschuldidaktik.uzh.ch/instrumente

University Teaching-Community
On our platform ‘New to Teaching?’ you will find a link to our Online-Library with Community. Here you will find a constantly growing range of additional material as well as the opportunity for exchange and interaction with colleagues and experts. Access via:
http://www.hochschuldidaktik.uzh.ch/zielgruppen/lehrende/einstieg.html
Teaching at the UZH: who-is-who

Who or what should you know when you teach at the University of Zurich? In what follows you will find a small selection including the view of teaching expressed in the mission statement of the UZH, the Teaching Committee, the Division of Educational Development and Multimedia & E-Learning Services.

Teaching in the Mission Statement of the UZH
The mission statement of the University of Zurich was issued by the Extended Board of the University on 29 November 2011 and approved by the Board of the University on 23 January 2012. It contains the following passage on teaching:

‘UZH has the responsibility to provide its students with an academic education. The University also offers programs in continuing education and advances lifelong learning. Teaching at UZH is research-based. An academic education is rooted in a scholarly community of teachers and students; this environment develops students’ ability to formulate and answer questions, to methodically gain insight into an issue, to critically assess problems and to share knowledge with others. Through a university education, students acquire the skills necessary to think and act independently and responsibly.’
(Source: http://www.uzh.ch/about/basics/mission.html, November 2010)

Teaching Committee
‘The University of Zurich’s Teaching Committee is legally anchored in the University statutes. Its members represent all faculties and academic associations represented in the Extended Executive Board. The committee deals with aspects of teaching that concern the whole of the University, e.g. organizing studies, general study aims, and quality assurance. It acts as an advisor to the project management responsible for implementing academic reforms in accordance with the Bologna Declaration. With its dedication to promoting and developing university-level teaching, the committee enhances the position of teaching and its indispensable place in the unity of research and teaching – the core of an academic education. The Vice President for Arts and Social Sciences presides over the University of Zurich’s Teaching Committee. The committee meets approximately three times per semester.’
(Source: http://www.lehre.uzh.ch/lehrkommission.html, November 2010)
Division of Educational Development
‘The Division of Educational Development
• Offers support in planning, coordinating, and developing the courses offered at UZH – from the original idea for a degree program to its realization and evaluation;
• Offers strategic and operational support to decision-making organs at UZH;
• Offers support to degree program coordinators and instructors in the fulfillment of their tasks.’
(Source: http://www.lehre.uzh.ch, November 2010)

The Division of Educational Development is made up of the following offices:
• Center for University Teaching and Learning
• Center for Continuing Education
• Academic Program Development
• Language Center
• Children’s University of Zurich
• Senior Citizens’ University

Multimedia & E-Learning Services
Multimedia & E-Learning Services of the University of Zurich (MELS) IT services is a service center that helps you to prepare contents for all media and to make it available to your target audience. Our services cover visual design and the preparation of contents for multimedia use through to the planning and provision of the E-Learning-platform OLAT and audio-visual infrastructure in lecture theatres.
(Source: http://www.id.uzh.ch/org/mels.html, November 2010)
Annotated Bibliography

For your start to university teaching several books are available that offer practical advice and help with planning. These are briefly introduced below.

If you want to look at the didactic literature in more detail, you can find a range of highly recommended contributions (some also available for download) at:
www.hochschuldidaktik.uzh.ch/tsk
→ Library Teaching Skills → AAI-Login

This book offers techniques to collect written and oral feedback from students. CATs (Classroom Assessment Techniques) can be conducted simply and easily by lecturers themselves in lessons, require little time, yet nonetheless provide important information about students’ learning progress.

This comprehensive collection of loose-leaf pages provides an insight into the entire spectrum of university teaching (in German). The contributions are conceived of as providing a practical guide and encompass themes from lesson planning, to use of media all the way to advising and supervising students. Including CD-ROM.

The authors impart the basics needed to develop fundamental didactic skills. The book deals with teaching from a learning perspective using a contact model based on the didactic triangle. In addition, it addresses the organization of learning in groups and the choice of methods. The result is a guide to the implementation of, as well as reflection on, university teaching. In German.
First steps in university teaching

This practical guide briefly explains the theoretical foundations with the focus on tried and tested methods and their implementation. The book is clearly structured and made accessible by graphics, summaries, and textboxes with notes and tips. The master copies and helpful literary references are also very useful. In German.

This book helps teachers at university and in continuing education to professionalize their teaching. This teaching and working manual has a solid theoretical basis but dispenses with an extensive theory section. Instead, Macke et al. focus on practical advice that shows how didactic activity can be organized and designed. The book offers many tips, guidelines and a collection of methods in 38 fact sheets (also available as CD-ROM). In German.

This book provides a simple and lucid description of how to create learning environments at university so that students can acquire not just knowledge but also professional skills. The index at the end of the book is also very useful for finding particular methods.
In German.

This book offers a wealth of well-founded and tried and tested pointers on how to design university teaching in an efficient and learning-friendly way. All chapters are structured in module form and can be used independently of each other for planning, teaching and reviewing a lesson. Practical checklists help make preparation easier. In German.
This book sees itself as a practical guide, not however for theoreticians in didactics, methodologies or learning, but for all those engaged in university teaching. The author concentrates on how to deal with difficult situations in university teaching. In German.

It is not an easy task to structure and to reduce your teaching material. This book helps you to reduce your subject matter to the essential in five systematic steps. It also shows you how to effectively prepare the presentation of your lectures with the help of maps of subjects (‘Fachlandkarten` in German).

Are you fed up with disruptions and resistance in your lectures? With the help of this practical guideline you will understand how disruptions and resistance arise and how you can deal with them solution-oriented. Didactic prevention and a supervisory view will help you, and so will other approaches presented in this book.
Scheuermann, U. (2013). Writing and thinking (’Schreibdenken’).
With this technique you think in a complex and at the same time focused way while at the same time getting brand new ideas. You develop your own writing skills further and open new ways in your teaching to self-directed and concentrated learning of students. Besides that, it can help you to pragmatically coach yourself in your daily teaching practice.

Leverkusen-Opladen: Verlag Barbara Budrich.
Testing correctly is just as much a performance as to pass a test yourself. Sebastian Walzik explains how lecturers in higher education meet the requirements of the Bologna Process, especially the requirement of dealing with the assessment of competencies. He discusses the choice of content, forms of examinations and criteria for performance evaluation for several kinds of tests: oral, written and practical tests.
This book provides you with the essential knowledge about testing for university faculty, based on current specialist literature.
Bibliography

Notes