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LEHRE 4.0

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Lehrevaluation

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Lessons Learned

Ideal-typical design of digital teaching settings and useful additions to classroom teaching

What makes for good digital university teaching? How should digital courses be structured so that students and teachers can adequately cope with the demands of digital teaching settings? These are the core questions of the needs assessment conducted by the joint project Teaching 4.0 - Elearning for Young Academics[1] and the survey project "Success Factors of Digital University Teaching" (EdiHo) conducted by the Service Agency for Teaching Evaluation[2]. The results of both surveys form the basis of the following recommendations for the ideal-typical design of digital teaching settings at JLU. More information can be found in the additional materials (see below).

Written instructions, accessible at all times
(e.g. what to submit by when, where and in what form)

Provide written basic instructions to your students accessible at all times. Communicate transparently and consistently what needs to be submitted or completed by when, where, and in what form. On average, 91% of the students surveyed and 83% of the participating teachers rated this practice as indispensable for the success of digital courses.

Implementation
In Stud.IP, use e.g. schedules, announcements, information pages or a calendar. In ILIAS, use e.g. news, calendars, sessions or object blocks, and manage your course content to provide basic instructions. For more information on the individual tools and functions, see the e-learning guide. Take a look at the didactic and media recommendations for planning a digital course.

Electronic semester apparatus
(e.g. literature, scientific sources, lecture notes, slide sets)

Provide your students with an electronic semester apparatus. This should contain the essential course materials, such as literature, scientific sources, lecture notes or slide sets. On average, 86% of the students and 84% of the lecturers state that an electronically provided semester apparatus is indispensable. When making teaching materials available, always observe § 60a UrhG (German Copyright Act).

Implementation
In Stud.IP, use the files folder or the bibliography, for example. In ILIAS use the files folder, bibliography, web links, mediacast or upload media objects.

Course recording
(audiovisual recordings)

Add lecture recordings to your face-to-face courses. Especially in the context of material-based asynchronous and lecture-based synchronous courses, an average of 76% of students and 53% of instructors feel that the audiovisual recording of the course is indispensable.

Implementation
Upload media objects to ILIAS and use the media pool to manage your media files. Use e.g. the mediacast, the E-Lecture tool or the interactive video to make your recordings available, to prepare them or to promote interaction with the medium. An introduction to videos in teaching can be found in the e-learning guide. There, among other things, various programs for video recording and editing are recommended and explained to you.

Integration of content into a central learning platform
(Stud.IP & ILIAS)

Use one of JLU's central learning platforms for your teaching: Stud.IP and ILIAS. Both platforms offer tools and functions that enable digitally supported teaching and learning and can digitally accompany your classroom teaching. Particularly in the context of material-based asynchronous courses, 97% of students and 75% of lecturers state that the integration of content into a central learning platform is indispensable for the success of the course.

Implementation
Whether you choose Stud.IP or ILIAS depends on various factors. Ask yourself which digital tools and methods fit your teaching concept or which tools you need to digitally accompany or (maximally) digitally design your classroom teaching.

Forum for exchange with the teacher & among students
(synchronous & asynchronous)

Enable your students to engage in synchronous and asynchronous exchange with you as the instructor. On average, 66% of students and 61% of teachers consider a forum for real-time or time-delayed exchange with you as the teacher to be indispensable, particularly in the case of interactive-synchronous and lecture-based-synchronous courses. In the context of material-based synchronous courses, the use of forums for exchange among students turns out to be indispensable for 55 % of the students and 66 % of the teachers.

Implementation
In Stud.IP, the forum and the pinboard are suitable for text-based exchange with you as a teacher and among students. ILIAS offers a forum, an etherpad or a blog for text-based exchange. Take a look at the didactic and media recommendations for planning a digital course.

Virtual office hour
(as an option to the "normal office hour")

Offer virtual office hours as an option to "normal office hours". Especially for students who are location-bound and less flexible in terms of time, e.g. due to illness, childcare or a stay abroad, virtual and location-independent office hours offer a valuable alternative. Regardless of the type of course, an average of 57% of students and 70% of lecturers state that virtual office hours are an indispensable alternative to face-to-face office hour in the context of digital teaching.

Implementation
Use a video conferencing system to implement virtual office hours. The administration of office hours in the personal profile in Stud.IP or the administration of office hours in the personal calendar in ILIAS are suitable for the allocation of office hour appointments.

Small group work in synchronous online sessions
(with the help of "breakout sessions")

Use breakout sessions (also called breakout rooms) during an online course for group work. This offers a wide range of didactic opportunities for synchronous communication and collaboration in small groups or tutorials. Meanwhile, 54% of students and 59% of instructors rate breakout sessions as indispensable in the context of interactive synchronous courses.

Implementation
So-called breakout sessions can be implemented within a video conferencing system with channels in the team area or with group rooms in meetings. Some video conferencing systems offer breakout sessions for this purpose. Take a look at the didactic and media recommendations for planning a digital course.

Use of live voting tools and feedback tools
(e.g. ILIAS LiveVoting)

Activate your students by using (live) voting and feedback tools such as ILIAS LiveVoting. Voting offers the possibility to actively involve students in the online course and, for example, to ask content-related questions, to conduct evaluations, to get live feedback or to check the students' knowledge. For example, 49% of students cite the use of live polling or feedback tools as essential in interactive synchronous courses. 44% of instructors feel that the use of voting and feedback tools is indispensable, especially in the context of lecture-based synchronous courses.

Implementation
In Stud.IP, the questionnaire tool is suitable for creating and conducting surveys, evaluations or tests. ILIAS offers tools for polls, surveys, LiveVoting, peer feedback (exercise) and a question pool for surveys. Some video conferencing systems have a tool for polls integrated. Check out the didactic and media recommendations for planning a digital course.

Online tutorials
(e.g. screencasts)

Online tutorials offer students the opportunity to learn basic application processes through self-learning, independent of time and location. In digital teaching, online tutorials are particularly well suited as a tool for preparing courses or for ensuring a common level of knowledge. In the context of material-based asynchronous courses in particular, 71% of students say that online tutorials are very helpful. Only 44% of instructors agree with this statement. Opinions also differ in the context of interactive-synchronous courses. In this respect, 56% of students rate online tutorials as indispensable, whereas only 36% of teachers confirm this statement.

Implementation
Screen recordings, so-called screencasts, are particularly well suited for the presentation of application processes that take place on the PC. An introduction to videos in teaching can be found in the e-learning guide. Among other things, various programs for video recording and editing are recommended and explained there.

Online tests
(e.g. multiple choice tests, assignment questions)

The use of online tests is conceivable for various scenarios for checking learning levels. 40% of the teachers and 49% of the students at JLU consider online tests to be indispensable in the context of a material-based asynchronous course. As a learning progress monitoring tool, online tests help students to check their own learning status or their own learning progress. As a tool for performance monitoring, online tests can be used as a prerequisite for qualification, as a placement test or as a preliminary examination.

Implementation
In Stud.IP you have the possibility to implement online tests with the questionnaire tool. ILIAS offers you the test tool and a question pool for tests. Take a look at the didactic and media recommendations for planning a digital course.

Further material and information (only available in German)

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