

Call for Applications for the 2017 Innovative Teaching Award¹

The call for applications for the 2017 Innovative Teaching Award focuses on courses featuring novel didactic and methodological concepts with regard to the topic “Research-based teaching and learning” (see section 2 below). In addition, the eTeaching Award will be presented for media-based didactic concepts (see section 3). This award goes to course designs that integrate media and technology-based teaching in creative and innovative ways.

We would like to invite you to apply for the 2017 Innovative Teaching Award for “Research-based teaching and learning” or the eTeaching Award.

1 Objectives

The goal of the Innovative Teaching Award is to reward instructors who use innovative teaching methods at WU.

Every year, the Vice-Rector for Academic Programs and Student Affairs and a group of reviewers (a full professor, a member of the junior faculty, a representative of the Vice-Rector for Academic Programs and Student Affairs, an expert on the didactics of higher education, and a student nominated by the ÖH Austrian Students' Union) compile a list of no more than ten courses selected for the Innovative Teaching Award. This list is then presented to the Rector's Council.

The award aims to:

- Honor the continuing efforts, dedication, and commitment of teaching staff members working to improve teaching quality at WU
- Stimulate new ideas and concepts to enhance the didactic quality of courses and lectures at WU
- Increase awareness of innovative and exemplary teaching methods. The winning courses serve as inspiration for other teaching staff members to further develop their teaching methods

2 Focus: research-based teaching and learning

Science and research are core elements of university teaching. This year's award goes to course designs that help students benefit from research-oriented teaching. Strong student participation

¹ Courses held during the 2016 calendar year (summer semester 2016, winter semester 2016/17) are eligible for the 2017 Innovative Teaching Award. Courses held over two semesters (WS 2015/16-SS 2016) can also be nominated.

and active, independent involvement in a research project are key to the concept of research-based learning.

This award will therefore be granted to courses in which students 1) are encouraged to interact with scientific methods in an innovative fashion, 2) gain insights into research in practice or interact with the relevant scientific community, or 3) are active participants in the research process.

2.1 Eligibility

In the category "Research-based teaching and learning," the following course designs are particularly suitable for nomination:

- Course designs that allow students to carry out their own research projects: How do you teach students about the research process? To what extent can students implement their own project or participate in a research project? How do the course's students profit from research-based teaching? Which innovative feedback formats are used to support the students' research efforts? How does the teaching design support the theoretical-methodological reflection of a study on the basis of current research?
- Course designs that impart scientific methods: To what extent can students implement the scientific methods learned and apply them independently? How does the course teach methodological knowledge? What innovative methods are used to augment students' research skills?
- Course designs that allow students to participate in academic discourse as part of the scientific community: How do you make students participate in academic discourse in your teaching? Which innovative settings are used to give students insights into the scientific community? To what extent are students given insights into the field of research? In what ways are the students prepared for submissions of scientific publications? How is the ability to critically assess scientific publications promoted? What kind of innovative settings are used to allow for reflection and discussion of a research process or research results?
- Course designs that give students insights into instructors' key research areas: Which innovative methods are used to allow students to learn from your research projects? Which didactic methods are employed to impart knowledge about the research process? How does your research-based teaching encourage students to think for themselves? How do you allow students to participate in your research and gain experience based on examples of research projects presented in your course?
- Course designs that develop new teaching and learning methods or include current findings of teaching and learning research and make them experienceable for students: Which design elements can be used to stimulate, research and/or directly evaluate didactic innovations? How can students be guided systematically and methodically to reflect their own learning process? In what ways can didactic insights from your course be used for other course designs and learning contexts?

2.2 Award criteria

- **Innovative didactic-methodological concept:**

To be considered innovative, course designs must be unprecedented at WU with regard to the focus area or use new, uncommon, or unorthodox combinations of traditional teaching and learning concepts. The submission must include a description of the innovative character and added value of the didactic approach employed.

- **Transferability and impact:**

Course designs considered for the award should serve as examples and models to be followed and should be planned in a way that allows for the didactic concept used to be transferred to other courses. The concept used should also be suitable to be implemented in a wide range of other courses.

- **Reflexivity:**

The teacher has to reflect on the course concept, its goals and the implementation in a systematic way to enhance the teaching and learning quality at WU. Ideally this practice of reflexivity should also be taught to the students to induce critical and reflective thinking.

3 eTeaching Award

Research-based teaching is meant to impart research skills. It requires a high level of active participation on the students' part and includes periods of independent study outside the classroom. In this context, learning settings enhanced by media technology and active and independent student work on research projects can be particularly effective ways of strengthening student involvement.

The use of modern teaching and learning technologies, for example the wide variety of features available on Learn@WU or the teaching aids in the classrooms on campus, provides the opportunity to create media-supported learning settings that implement research-based teaching in innovative ways. The learning settings can be based on the provision of digital, interactive learning materials, new methods for supporting and assisting students' independent study activities, or on the initiation of virtual study groups with peer learning aspects. At its most comprehensive, the media-supported learning setting can accompany and support the entire research process.

The following questions are of particular interest:

- Which media-based didactic methods do you use to encourage students to actively and independently acquire knowledge?
- Which media-based didactic methods and which teaching/learning technologies have you selected to support and assist your students in independent study phases?
- Which media-based didactic methods and which teaching/learning technologies do you use to encourage student interaction and cooperation outside the classroom (e.g. study groups, peer learning, peer feedback)?

- Which innovative media-based didactic methods do you use to closely mesh classroom contact time and independent study phases, with the goal of continuously supporting intensive learning processes?

3.1 Eligibility

The following course designs are particularly suitable for nomination for the eTeaching Award:

- Course designs that employ media-based didactic methods that support students in actively and independently acquiring knowledge
- Course designs that provide digital materials in combination with contemporary discussion formats to introduce students to state-of-the-art research in the field
- Course designs that use problem-based tasks to facilitate the learning and practicing of research methods
- Course designs that guide students through independent study phases through the use of interactive elements, e.g. media-based communication formats
- Course designs that use innovative, media-based approaches to encourage student interaction and cooperation (e.g. problem-based learning, project-based learning)
- Course designs that create new spaces for student participation in the classroom by closely coordinating independent study and classroom activities (e.g. inverted classroom model)

3.2 Award criteria

- **Innovative media-based didactic concept**
The course uses the opportunities provided by new media and technologies to encourage independent learning and participation in the teaching/learning process, and to facilitate a positive reception of the learning experience.
- **Impulses for the future development of technology-supported teaching and learning**
The media-based didactic concepts integrated into the course show a high level of innovation and are used in this form for the first time. The resulting experiences and results contribute to the future further development of technology and media-supported teaching and learning at WU and help strengthen WU's image as a modern university.
- **Transferability to other fields**
The media-based didactic methods are designed and coordinated in such a way that they can be transferred as a generic model to other fields of study and are not bound to a specific discipline.

4 Award guidelines

- Nominations for the Innovative Teaching Award can be submitted for either the category "research-based teaching and learning" or for the eTeaching Award.

- Individuals or groups can submit an application for the Innovative Teaching Award. In case of a group application a group representative has to be designated. It is the responsibility of the designated applicant to distribute the prize money among the members of a group.
Only individuals or groups that actually perform the eligible activity can receive the award.
- Individuals or groups selected as winners of the Innovative Teaching Award are obligated to draw up a presentation of their didactic concept and their materials and make it available for internal publication at WU.
- The submission has to meet the standards specified in section 5 of this document. Submissions that do not meet the formal criteria will not be considered for the award.
- All faculty members with teaching activities at WU in the calendar year (SS 2016, WS 2016/17) for which the award is presented are eligible to apply or to be nominated for the award.
- The intended learning outcomes, their didactic implementation, and the evaluation of learning outcomes have to be documented in publishable form.
- The course designs of award-winning courses will be made publicly available on the Teaching & Learning Academy website (https://learn.wu.ac.at/tlac/teaching_ausgezeichneteLehre). These course designs will serve as good practice examples for innovative teaching.

5 Required documents

The following documents are required for all submissions:

- The completed **application form (in electronic format)**
- A detailed **presentation of the concept and the design of the course** on no more than five pages (without attachments), **ready for publication (.pdf or .doc format)**. For information on the elements that must be included in the presentation, please refer to the questions listed in the items below.
 - Course evaluation results (if available)

5.1 Nominating a course for the category “research-based teaching and learning”

When composing your nomination documents, please base your description on the following questions:

- Course description
 - What is the course syllabus and how is it structured?
 - How are learning outcomes, performance, and learning progress monitored and evaluated?
 - How is the didactic/methodological concept implemented in practice?
 - How do students benefit from the course’s research-based teaching?

- Please also include a well-founded presentation of the innovative character of the course design or of individual design elements, with regard to the focus of this year's award. Please refer to the eligibility guidelines in item 2.1.

5.2 Nominating a course for the eTeaching Award

When composing your nomination documents, please base your description on the following questions:

- Course description
 - What is the course syllabus and how is it structured?
 - How are learning outcomes, performance, and learning progress monitored and evaluated?
 - How is the didactic/methodological concept implemented in practice?
 - How are media/technology-based aspects combined with traditional teaching methods?
 - What are the benefits of technology-based elements in the teaching design for participating students?
- Please also include a well-founded presentation of the innovative character of the course design or of individual design elements, with regard to the eTeaching Award criteria. Please refer to the eligibility guidelines in item 3.1.

6 Application and selection process

The deadline for submissions is **February 28, 2017**. The documents can be sent to lehrenundlernen@wu.ac.at.

The winning entries will be selected in May 2017 and the Innovative Teaching Award will be presented at the WU Awards Ceremony (June 22, 2017). The prizes will be paid out together with WU's other performance bonus payments.