Call for Applications for the 2018[1]

Innovative Teaching Award

The call for applications for the 2018 Innovative Teaching Award focuses on didactic-methodological concepts related to "Activating students in the classroom and during independent study phases" (see section 2). In addition, the eTeaching Award will be presented for media-based didactic concepts (see section 3). This award goes to course designs that encourage student activity through integrating media and technology-based teaching in creative and innovative ways.

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: Activating teaching – Active learning

A combination of activating teaching elements during class contact hours and active independent study phases outside the classroom encourages students to engage intensively with the material. Activating teaching methods are used to coax students out of their traditionally passive role and encourage them to actively participate in classroom activities. Contact periods are designed to get,

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[1] Courses held during the 2017 calendar year (summer semester 2017, winter semester 2017/18) are eligible for the 2018 Innovative Teaching Award. Courses held over two semesters (WS 2016/17–SS 2017) can also be nominated.

keep, and increase students' attention. During independent study phases, on the other hand, students are encouraged to take responsibility for their learning process and seek information independently.

As the focus is on "Activating students in the classroom and during independent study phases," the award will be granted to courses in which students profit from activating teaching in the classroom and support and encouragement in independent study phases.

2.1 Eligibility

In the category "Activating students in the classroom and during independent study phases," the following course designs are particularly suitable for nomination:

- Course designs that effectively combine classroom contact hours and independent study phases: How are classroom activities and independent work phases interconnected? How are assignments used to activate learning? How do you structure students' study periods outside the classroom? What support do you provide during independent study phases? Which elements of the course design are aimed at encouraging student-centric learning? How do you encourage an interactive learning atmosphere? Which innovative discussion formats do you use both in and outside the classroom? Which teaching methods do you use to increase students' activity levels outside of class? Which methods are used to get students involved in class activities in individual or group settings? How do you support cooperative learning? Which feedback formats (incl. peer feedback) are used? Which support formats are offered?

- Large-scale course designs that implement innovative teaching elements in spite of the large number of participants and that activate students to do more than just actively listen: How are students motivated to take notes and think about the material presented? What methods do you use to get and keep students' attention during large-scale lectures? How do you encourage the large number of participants to actively engage with the course contents during class? How do your teaching activities support students' learning behavior? Which methods are used to get students involved in class activities in individual or group settings? To which extent are in-class contact hours interactive? What is your role in the independent study phase? How do you initiate and encourage independent study?

- Small-group course designs that encourage students to engage actively with the course materials: How do you activate students in courses with a small number of participants? Which innovative in-class activities make students engage actively with the materials being taught? Which didactic elements are used to link classroom activities and independent study phases? What is your role in the independent study phase? How do you initiate and encourage independent study? How do you get and keep students' attention over longer periods of time? To which extent are in-class contact hours interactive? Which methods are used to get students involved in class activities in individual or group settings?

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

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, gives instructors the opportunity to create media-supported learning settings that help activate students in the classroom and during independent study phases in innovative ways. The learning settings can be based on digital, interactive learning materials and on new methods for supporting and assisting students' independent study activities.

As part of the 2018 Innovative Teaching Award, the eTeaching Award will be granted to course designs that use digital media and modern teaching and learning technology to activate students both in and outside the classroom.

3.1 Eligibility

The following course designs are eligible for nomination for the eTeaching Award:

- Course designs that <u>coordinate activities in the classroom and during independent study</u> to create more opportunities for students to participate actively in class (e.g. using the inverted classroom model): Which innovative media-based didactic concepts are implemented to closely coordinate classroom activities and independent study phases to continually support an intensive learning process in your students? Which media-based didactic concepts and teaching and learning technologies are used to guide and support students during independent study phases? What role do you as instructor play during independent study

phases? What kind of online learning environment do you create for your students? Which media-based teaching and learning methods are used during class, and to which end? Which media-based didactic measures are implemented to encourage students to actively and independently seek knowledge?

- Course designs that employ media-based teaching and learning methods in <u>large-group classes</u> effectively to activate students in the classroom and during independent study phases: Which innovative teaching aids and auditorium technology do you use to activate large numbers of students both in and outside the classroom? Which media-based teaching and learning methods are used? Which online scenarios do you use for the large-scale course? Which technologies are used to encourage cooperative learning both in and outside the classroom? Which tools do you use to make the course interactive, in spite of the large number of participants? Which feedback formats do you use in your large-scale course?

- Course designs that employ media-based teaching and learning methods in <u>small-group classes</u> effectively to activate students in the classroom and during independent study phases: Which innovative teaching aids and auditorium technology do you use to activate small numbers of students both in and outside the classroom? Which online scenarios do you use for your small-scale course? Which media-based teaching methods and technology-supported teaching and learning tools do you use to encourage student interaction and cooperation both in and outside the classroom (e.g. forming study groups, peer learning, peer feedback)?

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 are integrated into the course and show a high level of innovation. 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.

4 Award guidelines

- Nominations for the Innovative Teaching Award can be submitted for either the category "Activating students in the classroom and during independent study phases" 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 (or the Executive Academy) in the calendar year (SS 2017, WS 2017/18) 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 digital 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 below.

- Course evaluation results (if available)

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

- o 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 profit from the didactic methods employed?
- o 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:
    - If the nomination is for the category "Activating students in the classroom and during independent study phases," please refer to the eligibility guidelines in item 2.1.
    - If the nomination is for the eTeaching Award, please refer to the eligibility guidelines in item 3.1.

6 Application and selection process

The deadline for submissions is **February 21, 2018.** The documents can be sent to lehrenundlernen@wu.ac.at.

The winning entries will be selected in May 2018 and the Innovative Teaching Award will be presented at the WU Awards Ceremony (June 14, 2018). The prizes will be paid out together with WU's other performance bonus payments.