

Call for Applications for the 2019¹ Innovative Teaching Award

The 2019 Innovative Teaching Award focuses on course designs that make use of innovative assessment methods.

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: Innovative assessment methods

The assessment of students' skills is a key element of any course. Different forms of assessment are used so that both the students themselves and their teachers can keep track of the students' development and academic progress. The various types of assessment that can be used differ not only in how they can be employed in a course, but also in their purposes and objectives. In addition to evaluating student performance, assessment methods also perform a wide range of other functions, e.g. encouraging students to study and reflect on their progress, allowing teachers to inform others about a student's skill level, or determining the students' prior knowledge (at the

¹ Courses held during the 2018 calendar year (summer semester 2018, winter semester 2018/19) are eligible for the 2019 Innovative Teaching Award. Courses held over two semesters (WS 2017/18–SS 2018) can also be nominated.

beginning or before the start of a course). Different assessment techniques represent different strategies for evaluating whether and to which extent students meet the intended learning objectives during the teaching and learning process.

Based on this focus, this year's Innovative Teaching Award will be presented to course designs that allow students to benefit from the use of innovative types of assessment and feedback that support the learning process.

The category of "innovative assessment methods" can be further divided into the following dimensions:

Course designs that make use of media-based assessment methods

While the use of eLearning platforms for managing written assignments has become common practice, there are several types of electronic assessment methods (e.g. simulations, ePortfolios) and media, communication, and collaboration tools that go further than that. These approaches provide a wide range of opportunities for assessing students' skill levels and academic development or providing feedback to students (online peer and self-assessment). The following questions are relevant in this context: Which assessment criteria are used in conjunction with media-based assessment methods? How are eAssessment techniques and media integrated into courses? How can eAssessment be organized? Which steps can be taken to prevent cheating and the use of unauthorized aids (e.g. the internet)?

Course designs where feedback is provided by different people

In many courses, instructors not only provide feedback to their students, but also receive feedback from them, guide mutual peer feedback among the students, or invite people from outside the course to provide external feedback. The following questions are relevant in this context: Which forms of self-assessment or peer assessment are included in the course design? How much weight is given to self-assessment or peer assessment when it comes to grading students? How does the course instructor work together with other teachers or external partners/practitioners who provide feedback to the students? To which extent are other teachers or external partners/practitioners involved in the assessment process, and what is their role? How do different assessors reach a consensus on the grade to be awarded?

Course designs that combine different, complementary types of assessment

Different assessment methods can be combined in innovative ways with regard to the sequence in which they are used, the way in which they complement each other, and the way in which they build on each other. The following questions are relevant in this context: How are innovative forms of assessment designed and implemented across courses? Which types of feedback are combined in innovative ways? How are assignments coordinated over the course of two or more sequenced courses that build on each other? Which role does the temporal sequence of the assessment methods play in the overall course design?

Course designs with assessment methods that take transferable skills into account

Transferable skills are important cross-disciplinary skills in areas such as teamwork, interpersonal communication, time management, organization, conflict management, and the design and delivery of presentations. These skills can be encouraged and evaluated in the classroom. The following questions are relevant in this context: How are transferable skills assessed, and how much weight do they carry when it comes to determining the final grade? How and in which setting are transferable skills evaluated?

Course designs with assessment methods that take student diversity into account

When designing one or several assessment methods, course instructors can take the diverse backgrounds of their students (differences in prior knowledge and education, age, origin, language, etc.) into account. For example, it is possible to offer students different options for approaching the assessment from diverse angles, all while keeping the level of required performance the same for everyone. The assessment methods chosen can be adapted to the needs of the students over the course of the semester. The following questions are relevant in this context: Which different types of assessment are offered to accommodate the students' different needs? How are they graded? In which ways can the assessment methods be custom tailored? Which options do teachers have for taking the students' different personalities and skills into account?

Course designs that apply "traditional" assessment methods in new contexts

Not every assessment method is suitable for evaluating students' knowledge or skill levels in every context. It is therefore very important to carefully integrate different types of assessment into the overall course design. Assessment methods can fulfill different didactic purposes, depending on how they are integrated into the overarching design of the course. This means that (traditional) assessment methods can be employed in innovative ways. The following questions are relevant in this context: Which traditional assessment elements can become innovative if used in new ways in a specific course? In which setting is the assessment method used? Some assessment methods are traditionally used to evaluate specific student skills; can these methods also be applied to evaluate other skills, and if so, which ones? How are different types of assessment integrated into the course design to guide and support the students' learning process over the course of the semester?

3 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:**

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.

- **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.
- **Logical connection between course design and learning outcomes**
There should be a logical, well-founded connection between the individual didactic elements of the course and the intended learning outcomes of the course (or the learning outcomes of the program or module).

4 Award guidelines

- 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 2018 (SS 2018, WS 2018/19) for which the award is presented are eligible to apply or to be nominated for the award.
- 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) provided on the application form.
- Course evaluation results (if available)

6 Application and selection process

The deadline for submissions is **February 10, 2019**. The documents can be sent to lehrenundlernen@wu.ac.at.

The winning entries will be selected in May 2019 and the Innovative Teaching Award will be presented at the WU Awards Ceremony. The prizes will be paid out together with WU's other performance bonus payments.