Call for Applications for the 2024[1] Innovative Teaching Award
Peer-Learning: Innovative ways of promoting student collaboration

For the 2024 Innovative Teaching Award, the submission of course designs that promote a peer learning approach is invited. The award honors course designs that use innovative didactic approaches to support student collaboration and learning with and from each other. The course design should actively contribute to enhancing students' ability to work collaboratively and inclusively in (heterogeneous) groups.

Opportunities for collaboration may include different aspects of a peer-learning-oriented approach, such as student collaboration within the course through group-based work, implementation of peer assessment or the provision of interactive online learning environments to support collaborative learning in the digital space. This call for applications also awards approaches to enable and support student collaboration across disciplinary boundaries.

1 Objectives

To promote the quality of teaching at WU, the Innovative Teaching Award recognizes particularly innovative course designs.

The Vice Rector for Academic Programs and Student Affairs, in cooperation with the review panel (a full professor, a member of the junior faculty, a representative of the Vice-Rectorate for Academic Programs and Student Affairs, an expert on the didactics of higher education, and a student nominated by the ÖH Austrian Students' Union), proposes to the Rectorate a maximum of ten course designs to be awarded at WU.

There are three main objectives:

- 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 **models and inspirations** for other teaching staff members to further develop their teaching methods.

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[1] Courses held during the 2023 calendar year (summer semester 2023, winter semester 2023/24) are eligible for the 2024 Innovative Teaching Award. Courses held over two semesters (WS 2022/23–SS 2023) can also be nominated.

2 Focus: Peer-Learning: Innovative ways of promoting student collaboration

Through various types of collaboration, peer learning approaches enable students to acquire or deepen their knowledge together and thus to benefit from each other in their learning processes. Through the exchange of ideas, the joint completion of tasks and mutual support as well as assessment, social and communicative skills are promoted alongside specialist competences. This contributes to a cooperative and inclusive learning culture. Peer learning can take place through various forms of student cooperation:

- **Learning together and from each other:** Student collaboration within a course through group-oriented work (e.g. group work, peer instruction, peer mentoring, peer tutoring).
- **Peer feedback and assessment**: Innovative approaches in the mutual evaluation of student performance; development of assessment skills; student collaboration through forms of peer feedback and peer assessment (e.g. use of peer review, peer grading, peer rating).
- **Collaboration in the digital space:** Student collaboration across physical boundaries using interactive and collaborative online learning environments (e.g. digital tools, synchronous or asynchronous online peer learning activities, hybrid events, digital learning spaces).

This year's call focuses on the methodological and didactic implementation of different concepts to promote collaboration between students.

Learning together and from each other

The prize is awarded to course designs that promote collaborative learning and the exchange of different perspectives through an innovative didactic approach. These designs create an inclusive, cooperative learning experience for students, particularly in heterogeneous groups. Appropriate course designs may, for example, integrate innovative forms of group and project work or collaborative problem solving to promote self-reflection, critical analysis and constructive communication. Peer instruction or peer tutoring scenarios, where students take on a teacher role, or peer mentoring, where students support and guide each other, can also serve as methodological approaches.

Learning together and from each other	- *How do you actively integrate students' different backgrounds and experiences into the course?* - *What innovative ways do you use to guide and support students in working together?* - *What methodological and didactic approaches do you use to provide students with an inclusive and collaborative learning experience, and what learning outcomes are achieved?* - *Which transferable skills can students acquire through peer learning and how do you encourage this?* - *What are your principles for group composition? How do you design group work structures to promote effective collaboration?*

Peer feedback and assessment

Award winning course designs integrate innovative forms of peer assessment, creating a dynamic environment for collaborative learning. Peer assessment enables students not only to increase their own self-reflection by broadening their perspective, but also to develop assessment and constructive criticism skills. Methods of implementation include peer review constellations to provide feedback on the work of fellow students, peer grading for active participation in the assessment of fellow students' performance (e.g. by using pre-defined rubrics), or peer rating which can be used, for example, to evaluate group work and group dynamics.

Peerfeedback and assessment	• *What innovative didactic approaches do you use to integrate collaborative learning in the context of peer assessment in your course?* • *How do you integrate peer assessment in a way that contributes to a collaborative and inclusive learning culture?* • *What is the added value of peer assessment for students or for you as a teacher compared to traditional teacher-based forms of assessment?* • *How do you use different forms of peer feedback and how do you encourage students to give constructive feedback so that there is mutual added value for students?* • *What didactic and methodological measures do you use to introduce students to a reflective and constructive approach to peer assessment?* • *How do you integrate peer assessment into the overall assessment process to ensure a comprehensive and balanced assessment?*

Collaboration in the digital space

Award-worthy course designs make use of digital information and communication technologies and virtual networking opportunities to facilitate, extend and enrich peer learning. Peer learning in the digital space can take place fully or partially online, synchronously or asynchronously, and is characterised by the creation of a collaborative and inclusive learning culture within and beyond the university context. Award winning course designs use innovative methodological and didactic approaches to implement digital peer learning. By providing digital learning spaces and tools, students are enabled to work, communicate and exchange ideas with each other across physical and temporal boundaries. Various digital tools such as blogs, wikis or podcasts, the learning platform, (online) simulations, virtual realities or artificial intelligence can be used to support, structure or individualise peer learning.

Collaboration in the digital space	• *What innovative methodological and didactic approaches do you use to promote student collaboration in the digital space (e.g. digital group work, digital peer feedback, etc.)?* • *What digital technologies and tools do you use in your course to enable students to collaborate across physical boundaries?* • *How does digital peer learning add value for students in your course and how does it contribute to a collaborative and inclusive learning culture?* • *How do you enable students to use the digital skills they have acquired beyond the university context?* • *How do you promote students' digital literacy and media literacy as part of the peer learning process?*

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 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.

- Award winners agree to make the presentation of their course design together with the submitted application form available for publication on WU's website.

- 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 2023 (SS 2023, WS 2023/24) for which the award is presented are eligible to apply or to be nominated for the award.

- Award-winning course designs will be posted on the WU website and possibly on the Teaching and Learning Academy to serve as models for other courses.

5 Required documents

Please provide the following documents with your application:

- A **completed application form**: A detailed and publishable **presentation of the course concept** using the template provided in digital form (pdf or doc). This presentation should not exceed a maximum of **5 pages**.

- Appendix: e.g. evaluation results (if applicable), screenshots from the online learning environment (if relevant).

6 Application and selection process

The deadline for submissions is **January 29, 2024.** Please send the completed form and the attachments to lehrenundlernen@wu.ac.at.

The winning entries will be announced by the Vice Rectorate for Academic Programs and Student Affairs in May 2024.

The prizes will be paid out together with WU's other performance bonus payments.