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FUTURE HIGHER EDUCATION – LEHO – KEY RESULTS

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Agenda

- › Shaping the change: Universities for the future
- › The Project: Learning World University (LeHo)
- › Challenges
- › Ideas and Approaches

Shaping the change: Universities for the future

Challenges

- › Being able instead knowing (Competence orientation)
- › Turning to constructivism (Shift from Teaching to Learning)
- › Linking the Bologna reform and the New Public Management
- › rapid technological development (digitization)
- › social change

=> a supportive way: Student orientation

The project(s)

- › From 2017 to 2020 „Learning World University“ and until 2022 „Learning World University 2030“
- › Aim: Determination of the current status of the Learning World University and find out Good Practice and challenges
- › In collaboration with:
 - › Hochschule für Angewandte Wissenschaften, Hamburg,
 - › Otto-Friedrich-Universität, Bamberg
 - › Heinrich Heine Universität, Düsseldorf
 - › Deutsche Initiative für Netzwerkinformation e.V. (DINI)
- › Funded by the Dieter-Schwarz Foundation

The project(s)

- › Methods:
 - › extensive research of the freely available documents (laws, reports, room files, organization charts, Mission statements, Structure and development plans, agreements ...)
 - › Online surveys (all university management had been invited)
 - › 44 Interviews with managers of the library and IT as well as those responsible for didactics (Seniors didactic Center or the vice university director)
 - › 5 Interviews with international experts
 - › 5 Case studies with students
 - › 4 Workshops with university managements, Representatives of higher education policy and experts

challenging field - didactics

- › Imbalance between
 - › teaching and research
 - › digital teaching and classroom teaching
- › There are no indicators to illustrate the quality of teaching
- › Subject didactics and educational science must come together
- › Some teachers are tired of further training and qualification
- › Tests outside of the accreditation almost impossible / test clauses are hardly used

challenging field – Professionalization of the teachers

- › Question of time:
 - › teaching capacities could be reduced, if teachers use capacities for qualification

- › Question of law:
 - › if the missing teaching capacity cannot be replaced, it could become difficult under administrative law
 - › there is no obligation to continue training ("freedom of research and teaching")

challenging field – New teaching and learning formats

- › Culture and mentality of the university
- › Framework conditions do not allow project-related equipment
- › Course sizes do not allow a division into reasonable small group sizes
- › Way of thinking is the biggest hurdle

challenging field – Cultural change

- › It is difficult
 - › to develop the willingness and understanding to go other ways
 - › to create a fundamental cultural change and a new self-perception as the engine of innovation
 - › to create a suitable self-image/definition caused by the Student heterogeneity:
Are universities educational institutions or upbringing institutions, or a mixture of both?

challenging field – Physical teaching and learning rooms

- › Rooms are still thought of in terms of area per student
- › Cultural change has not yet been transferred to the political and administrative level
- › Requirements (fire protection, escape routes, ...) inhibiting optimal use and many good approaches
- › Usage knowledge is missing
What is this space and how can I use it?
- › There is a lack of an alliance between the entire university

Ideas and approaches - didactics

- › Give higher priority to teaching among decision-makers and designers
 - › Provide space to be able to shine with professional skills in teaching
 - › Giving more weight to teaching in appointment negotiations
 - › More targeted performance bonuses for teachers
- › Develop criteria catalog for teaching assessment
- › Find incentives and recognition for high quality teaching
- › Establish Cross-course courses
- › Breaking up expectations of students

Ideas and approaches – Professionalization of the teachers

- › To involve newly appointed people in a qualification process
- › To establish a further training semester similar to the research semester without creating a hierarchy
- › To create incentive systems
- › To disseminate innovative concepts in the university without prescribing them
- › ‘Driving license’ for teaching as a condition for a professorship
(as it is practiced in the Netherlands)

Ideas and approaches – Promote innovation

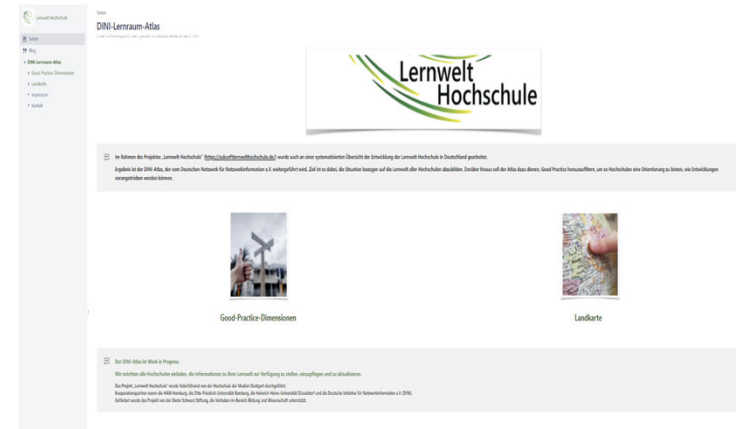
- › Create spaces of possibilities
- › Enable and encourage failure
- › Networking of innovations (within and across universities)
- › The design of the work for the employees (office design and New Work Order) make the innovation efforts credible
- › Politics have to
 - › expand the financial leeway and
 - › reduce resource competition
 - › and universities to participate in the legislative process

Ideas and approaches – all over

- › Create new assessment bases for credits
- › Develop a joint strategy and a model and to involve all parties
- › Expand the campus in connection with the micro-region
- › Revise ownership models
- › Deformalize to strengthen communication and collaboration across hierarchies

Further reading

- › DINI-Atlas: <https://leho-dini.de>



- › Publications (Open Access):

- › Lernwelt Hochschule:

https://www.degruyter.com/view/title/536818?tab_body=toc-62810

- › Zukunft Lernwelt Hochschule:

<https://www.degruyter.com/view/title/552482>



Thank you
for your attention!