1. Course title

Student-centered Teaching in Higher Education

2. Places

Limited number of places: 20 places

3. Starting date

Introductory online activity from 1st March 2023
Seminar: 6th March 2023

4. Ending date

10th March 2023 + additional online meeting after practice + reflection to be arranged with the participants: end of June / beginning of July

5. Targeted audience

Academic staff with little teaching experience or staff who want to adopt a more student-centered approach

6. Work schedule

- Online Phase (Online socialisation + short introduction): 1st – 5th March, 2023
- Workshop 1: 6th March 2023 15:30 – 19:00 CET
- Workshop 2: 7th March 2023: 09:30 – 13:00 CET
- Workshop 3: 8th March 2023: 09:30 – 13:00 CET
- Workshop 4: 9th March 2023: 09:30 – 13:00 CET
- Workshop 5: 10th March 2023: 09:30 - 11:00 CET
- Online Phase: Applying the knowledge and reflecting on the application
- Online Session: end of June/ beginning of July (tba): 10:00 – 12:30

7. Duration

25 hours (18 hours of workshops, 2.5 hours preparation for the sessions, 4.5 hours portfolio to be written after the seminar and the follow-up online meeting.)

8. Credit recognition

1 ECTS

9. Format

Face-to-face seminar in March (at the University of Leoben) with asynchronous activities on EURECA-PRO Moodle
Online meeting via Zoom end of June/ beginning of July

10. Objectives

The course aims at facilitating instructors´ self-awareness and self-reflection as teachers and encouraging them to develop a student-centered approach and use methods of active learning.

11. Competences

Participants will be able to

- Describe the advantages of student-centered teaching in higher education
- Plan courses and lessons with the concept of constructive alignment (i.e., 1. write intended learning outcomes for their courses; 2. develop appropriate learning activities to reach the learning outcomes and; 3. choose appropriate assessment to assess the learning outcomes)
- Explain diversity and inclusion in higher education and design their courses and their exams in a diversity-sensitive way
- Design (alternative) exams, write exam questions and write rubrics for transparent grading
- Apply various strategies to enhance students´ metacognition and self-regulated learning
- Apply appropriate methods of active learning in their courses to enhance student engagement and critical thinking

12. Programme

The topics will not be discussed isolated from each other: metacognition, self-regulated learning, diversity as well as active learning will be discussed in all sessions.

- **Workshop 1**: Constructive alignment: writing intended learning outcomes, applying learning taxonomies
- **Workshop 2**: Learning theories (self-regulated learning,
- **Workshop 3**: diversity in higher education
- **Workshop 4**: assessment
- **Workshop 5**: methods of active learning, questions to enhance critical thinking
- **Online Workshop**: Discussing and reflecting on the experience after the workshop + questions

The participants can experience a number of methods as a participant and reflect on how to use the methods in their own teaching.

13. Evaluation criteria

- Attendance of 75 % of the workshop sessions
- Completion of asynchronous activities
- Design of a session + course applying the newly acquired knowledge

- Reflecting on and sharing the experience in the follow-up meeting
- Portfolio containing reflection + lesson plans (end of June/beginning of July)

14. Teacher

Leonore Peer (University of Leoben)

15. Moodle and Zoom links

Zoom link for the online follow-up meeting
Topic: Title
https://zoom.us/j/95042329562?pwd=MHdJamIxcFlQY3NCbWRwNVJUd2d6d z09

Meeting-ID: 950 4232 9562
Code: Learn22!