**Teaching concept**

for the Teaching Awards

“Teaching: Excellent!” and

“Digital Teaching: Excellent!”

University of Graz, 2020/21

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| **Name(s)** |       |
| **Department** |       |
| **E-Mail** |       |
| **Course title, type** |       |
| **Additional information:** compulsory or elective course, BA / MA / PhD |       |
| **Number of students** |       |
| **Application***Please tick one box.* | [ ]  Teaching award “Teaching: Excellent!”[ ]  Digital teaching award “Digital Teaching: Excellent!”*The award "Digital teaching: Excellent!" is designated for courses in which teachers use teaching/learning technologies such as the learning management system Moodle, the exam software Perception, video conference systems or audience response systems for the assessment process.* |
| **Short, summarizing course description** (content, schedule, requirements, assessment) |       |

**Focus ‘Competence-oriented Teaching and Assessment’**

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| 1. What are the intended learning outcomes? Which competences should be acquired and how?
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| 1. How do you inform the students about your expectations with regard to the assessment?
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| 1. What kind of assessment do you use to check the achievement of learning outcomes? Please explain this in concrete terms using at least one exam example or a task. If you apply for the digital teaching award, please describe how you use teaching/learning technologies during the assessment process.
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| 1. What criteria do you use to assess student performance? How do you proceed with the assessment?
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| 1. If you use **formative assessment:** How do you give students feedback on the assessment? How are the results communicated to the students?

*Formative assessment procedures are process-oriented, often focus on (intermediate) stages of the learning process and are mostly applied in interactive courses with permanent assessment.****If there is no formative assessment in your course, please skip this question.*** |
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**Teaching philosophy**

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| 1. How are the different needs of students reflected in the organisation of teaching, in the support of students and in the assessment? How would you describe your relation to students?
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| 1. How do you collect student feedback and how do you deal with it? How do you reflect on your teaching?
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| 1. What considerations are the basis of your teaching? Which goals and general ideas guide you?
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