

by Heinz Bachmann, Zurich  
phzh.ch/hochschuldidaktik

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# Dimensions of excellent teaching and learning in higher education

## Defining, formulating, justifying and aligning learning objectives

### As a teacher you...

**... formulate learning outcomes that are meaningful to your students.** You find out what learners already know in order to make relevant connections between existing and new knowledge. You are an expert in your professional field and you know the key topics, concepts and processes in your subject area. You select those outcomes and contents that promote understanding and facilitate learning.

### As a student you...

**... formulate your own learning outcomes.** You can relate these outcomes to your own knowledge and skills. You understand the significance of predefined outcomes and you recognise possibilities for transfer into practice.

## Designing learning arrangements and fostering the learning process

### As a teacher you...

**... create a favourable learning environment.** You initiate and manage learning processes. You discuss the search for new information, the structuring process and the application into practice. You favour and encourage participation as well as create a challenging and supportive learning environment for your learners.

### As a student you...

**... become an active and self-directed learner.** You learn autonomously and participate actively in the learning process. You make your own links between what you have to learn and what you already know. You develop effective strategies for finding, structuring and integrating information.

## Stimulating individual and group work

### As a teacher you...

**... initiate group activities.** You moderate and guide participants by proposing cooperative learning methods and problem-solving situations.

### As a student you...

**... discover new topics by yourself.** You form a learning community together with other students to gain new insights and develop them further.

## Working on authentic tasks

### As a teacher you...

**... foster problem-based and situated learning.** You generate authentic, complex assignments in a realistic context. You cultivate discussions in your own and neighbouring disciplines.

### As a student you...

**... engage with the contents and adopt a questioning approach.** You get involved in situations where problems have to be solved. You allocate time for preparing and following-up on classes. You develop a critical and enquiring attitude. You take knowledge from other subject areas into account.

## Reflecting learning processes

### As a teacher you...

**... stimulate meta cognition.** You are knowledgeable about research findings in the field of learning and teach accordingly. You show your students how to reflect on their learning.

### As a student you...

**... ask for feedback.** You use objective criticism from your teachers as an opportunity for your own personal and professional development.

## Carrying out assessments

### As a teacher you...

**... assess and advise your students.** You generate outcome-oriented and context-based assessment tasks. You discuss results of assessments with your learners and help them to identify and overcome learning obstacles.

### As a student you...

**... are able to assess your own competences and learning achievements.** You are aware of your own strengths and weaknesses. You use these as a basis for improving your learning.

## Taking the institutional context into consideration

### As a teacher you...

**... take the institutional context into consideration in your teaching.** You work effectively and efficiently within the institutional requirements. At the same time you make full use of the freedom offered by the institution to develop personally and professionally alongside your students.

### As a student you...

**... are aware of the degree course requirements.** You comply with institutional requirements. At the same time you make full use of the opportunities and scope which the university offers.