

Categories for Academic Year 2019/2020 (March 2020)

Courses and modules taught in Winter Semester 2019/20 and Summer Semester 2020 can be nominated in the following categories:

Best class (department/specialization area)

1. How were the teaching and learning outcomes communicated and how was it ensured that they were achieved?
2. In what way were teaching, learning and exams linked and related to the content of the course?
3. In what way did the course excel? Were highly innovative concepts or activities used in class?
4. How was research integrated with the coursework?
5. How was discipline-specific knowledge conveyed?
6. How was the practical and interdisciplinary character of class achieved (practical exercises, real life scenarios, acquisition of relevant skills)?
7. How did the course prepare students for future professional challenges?
8. In what way were current societal issues addressed?

Digital Media in Teaching and Learning

1. What digital tools and media were used in the course? How were they incorporated within the course?
2. How did the use of these tools assist the learning process? For instance, by facilitating communication, collaboration, knowledge acquisition, testing knowledge, reflection?
3. Did the use of digital media facilitate or improve your access to information, communication and exchange with peers or instructors? Did it help you in becoming a more active course participant?
4. How have your digital media skills developed as part of this course?
5. In what way were digital tools used to promote independent learning?
6. Did the course offer room for critical reflection on the use of digital media?

Research-Based Learning

1. In what way was research integrated with the coursework?
2. Which one of the following applies?
 - Students developed their own research questions. They could bring in their own ideas and topics.
 - Instructors provided guidance to students during their research process.
 - Instructors provided constructive feedback.
 - Instructors offered potential solutions for problems along the way.
 - Instructors provided assistance with evaluation and interpretation of results
3. How were key research methods introduced?
4. How did the course promote independent study and critical reflection of the research process (including methods, results and ethics)?
5. How were students encouraged to actively and independently try out and practice using research methods?
6. Did students have the chance to improve their work after receiving feedback on the first draft from the instructor?
7. How detailed was the instructor's feedback on the finished project and in what way was it given? How did the instructor's show their engagement with students' work (for instance, by pointing out strengths and weaknesses and considering possible causes; discussing areas for improvement)?
8. How did the instructor provide feedback to students (individually or generally, in what form)? In what way did this feedback facilitate students' learning, growth and development? How did this impact manifest in other areas, or, for instance, in subsequent courses?

What are some characteristics of research-based learning and learning through research?

- Research and various research activities are integrated with the coursework.
- Students get acquainted with various phases, forms and methods of academic research.
- The goal is to independently acquire knowledge that is new for students and ideally can be transferred to others.
- The learning process designed in this way is characterized by students' independence in conducting research.
- As part of such process, students learn independently and through self-directed study.
- Possible forms: students work mostly independently – with minimal assistance by the instructor – on their own project that goes through most (preferably all) phases of the research cycle.
- Students are encouraged to take a critical look at and discuss their research methodology, findings, ethics and/or academic theories