

## Categories for Academic Year 2020/21

Courses and modules taught in Winter Semester 2020/21 and Summer Semester 2021 can be nominated in the following categories:

### Best Course

- 1) How did the instructor(s) communicate teaching and learning objectives and how did they ensure these objectives 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?

### Best Exam Format

- 1) Which type(s) of assessment (e.g., written, oral, practical) were used in the course?
- 2) Were the exam requirements explicit and transparent? Did the course actively address assessment requirements and criteria?
- 3) To what extent did the course prepare students for the final exam in terms of content and methodology?
- 4) Has feedback on learning progress and performance been provided promptly and in a meaningful way?
- 5) Did the exam use innovative approaches or formats? How were these designed?
- 6) How did completing the assignment contribute to students' personal and professional development and aid the learning process?

## Research-Based Learning

- 1) In what way was research integrated with the coursework?  
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.
- 2) How were key research methods introduced?
- 3) How did the course promote independent study and critical reflection of the research process (including methods, results, and ethics)?
- 4) How were students encouraged to actively and independently try out and practice using research methods?
- 5) How and when 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, formats 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 practical scenario: students work mostly independently – with minimal assistance by the instructor – on their own project, which goes through most (but 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.