Workshop "Future-oriented Lecturing in Higher Education"

In this workshop we view higher education and the roles of lecturers and students in light of current social and technological developments. The aim is to creat fresh ideas and concepts for future-oriented lecturing.

This workshop is dedicated to lecturers of all subjects and aims to reflect upon traditions, common practice and objectives of higher education. Education should clearly focus on students' development, nurturing the growth and development of their talents. Are our current lecturing concepts and regulatory frameworks supporting this ideal? What are our students actually focussing on? And, are we lecturers giving good attention to our own professional and personal development in order to be present as up to date and competent role models for our students? These are some of the various layers of reflection highlighted in this workshop in order to lay the foundation for the design of appealing lecturing concepts, which facilitate students to become knowledgeable and capable of decision making in their subject.

The workshop has four parts, which I would like to highlight and explain briefly in the following:

- **I – Introduction, Starting point and Success**

  This first part focusses on leaving behind of traditional pattern, that do not serve us well any more. We contextualize higher education among other educational pathways and dedicate our focus on future-oriented development. In another aspect the term *success/learning success* will be viewed from different perspectives (students, lecturers, institutions, society, ...). This will serve as a foundation for the creation of objectives and visions for lecturing concepts.

- **II – Valuable Resources**

  Time and energy are valuable resources of all persons involved (students and lecturers) → how can we utilize these resources in the best possible way? We are going to find out how (we) lecturers should consciously treat the leap of faith given by our students. At the same time, we learn how to leave a certain part of the responsibility for learning success with the students.

- **III – Lecturers' Vision**

  In this part of the workshop we focus on the vision of lecturers and their ideas about what students shall become. And, how does this vision align with the bigger picture of the curriculum? Based on this clarity, we are going to create inspiring lecturing concepts and incorporate the important aspects of evaluation and examination.

- **IV – Focus on our Students**

  The final part of the workshop will focus on our students and their perspectives with respect to our lecturing concepts. We will put a special focus on how to guide students. → How can we lecturers best possibly facilitate students to reveal and apply their potential? Furthermore, we highlight the awareness for continuous professional and personal development for lecturers in order to provide up to date and future-oriented lecturing concepts and guidance for students.

Learning goals:

☐ *Define success/learning success based on current and future perspectives.*

☐ *Awareness about valuable resources and how these are utilized.*

☐ *Re-define roles of lecturers and students including their responsibilities.*

☐ *Achieving a sound understanding for guiding students.*

The objective of this workshop to guide the participants through various layers of reflection in the context of higher education, facilitating the creation and development of sustainable lecturing concepts. The acquired skills will enable lecturers to develop various perspectives of themselves, their lecturing concepts and their students. Participants will be given time to start creating and developing ideas for their lecturing concepts and to discuss and refine them with fellow participants.

My lecturing philosophy is based on the application of knowledge. All parts of this workshop will have exercises incorporated that are performed individually or in smaller groups, including their evaluation as well as opportunities for individual reflection. In this way, I want to facilitate recognition, understanding and application. (Knowledge is valuable, if it is applied.)