

Use Case @UAS Technikum Wien

Implementing learning
outcomes in course design &
Continuous Improvement Cycles

Agenda

- Welcome @UAS Technikum Wien - who we are
- Our Vision
- Our Framework
- Our Continuous Improvement Cycle
- Wrap Up



UAS Technikum Wien - Who we are

UAS Technikum Wien – Our locations



Studying at UAS Technikum Wien

Diversified technical studies offered in four areas:

- Computer Science
- Electronic Engineering
- Industrial Engineering
- Life Science Engineering

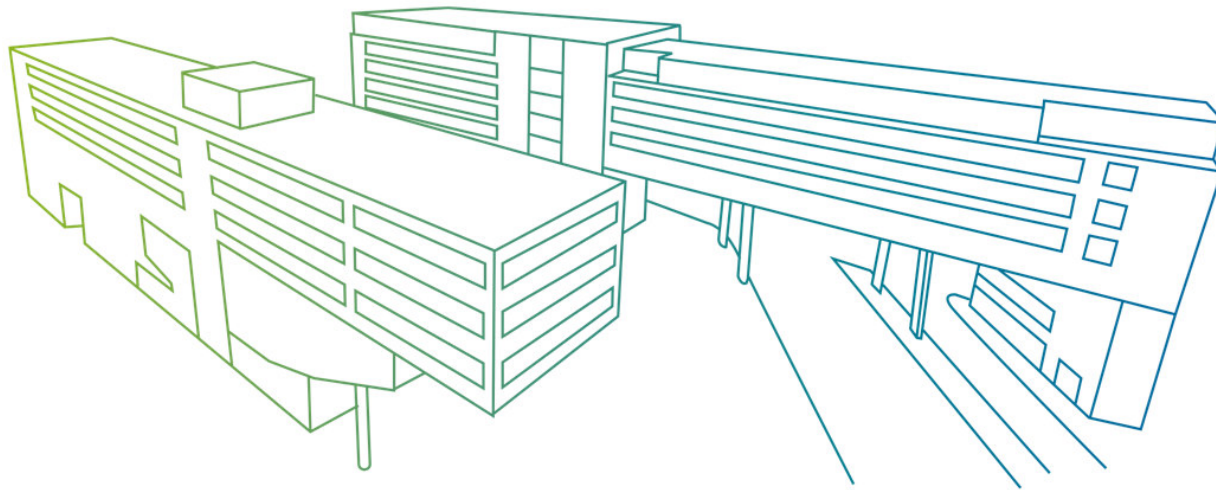
4.500 Students | 15.000 Alumni

Technology + Business + Personality

Future-oriented education at a high academic level

- 28 Bachelor's and Master's degree programs
- Full-time | Part-time | Work-integrated
- International orientation: Study programs taught in English, Double Degree programs

Our Claim - Our Vision

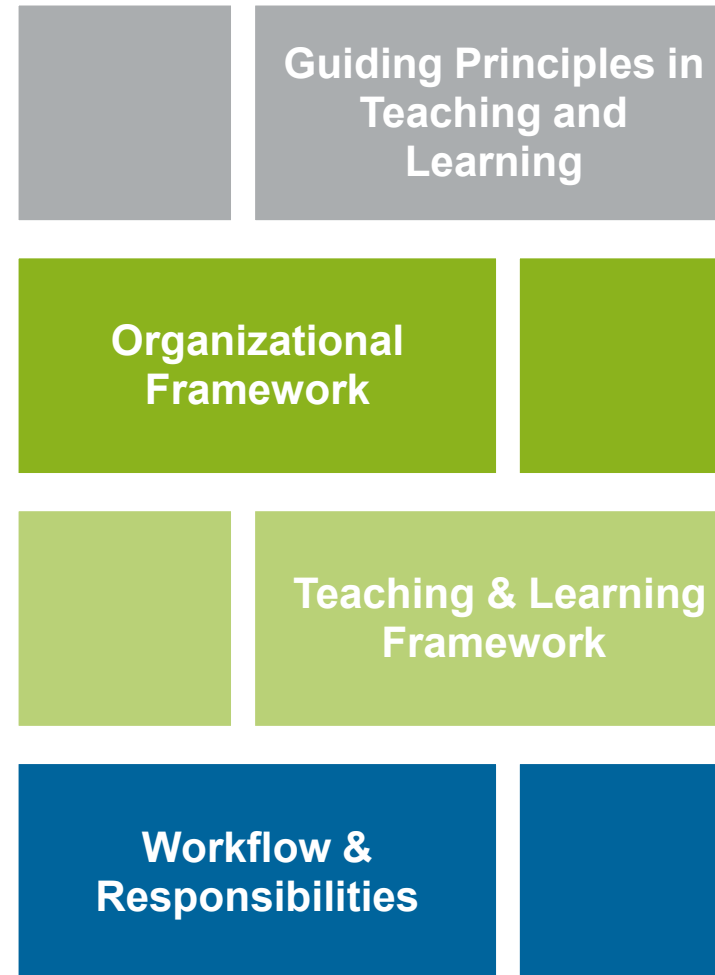


OUR CLAIM

**CHANGE
OUR
TOMORROW**

Holistic Framework

Work in Progress



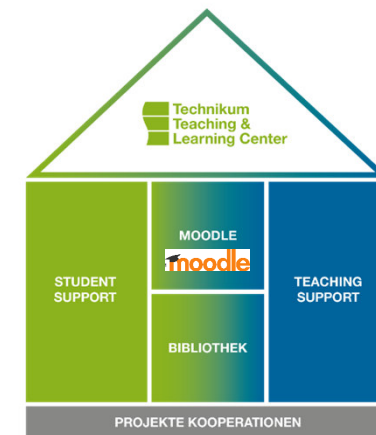
1) Guiding Principles in Teaching and Learning

- Learning outcome oriented
- Student centered
- Practice oriented
- ...

via: innovative, digital enhanced & varied teaching and learning scenarios

2) Organizational Framework

- Modularized Curricula/ Standardized Courses
- University-wide use of Learning Management System *Moodle*
- Roles & Responsibilities
- Services & Support Structure



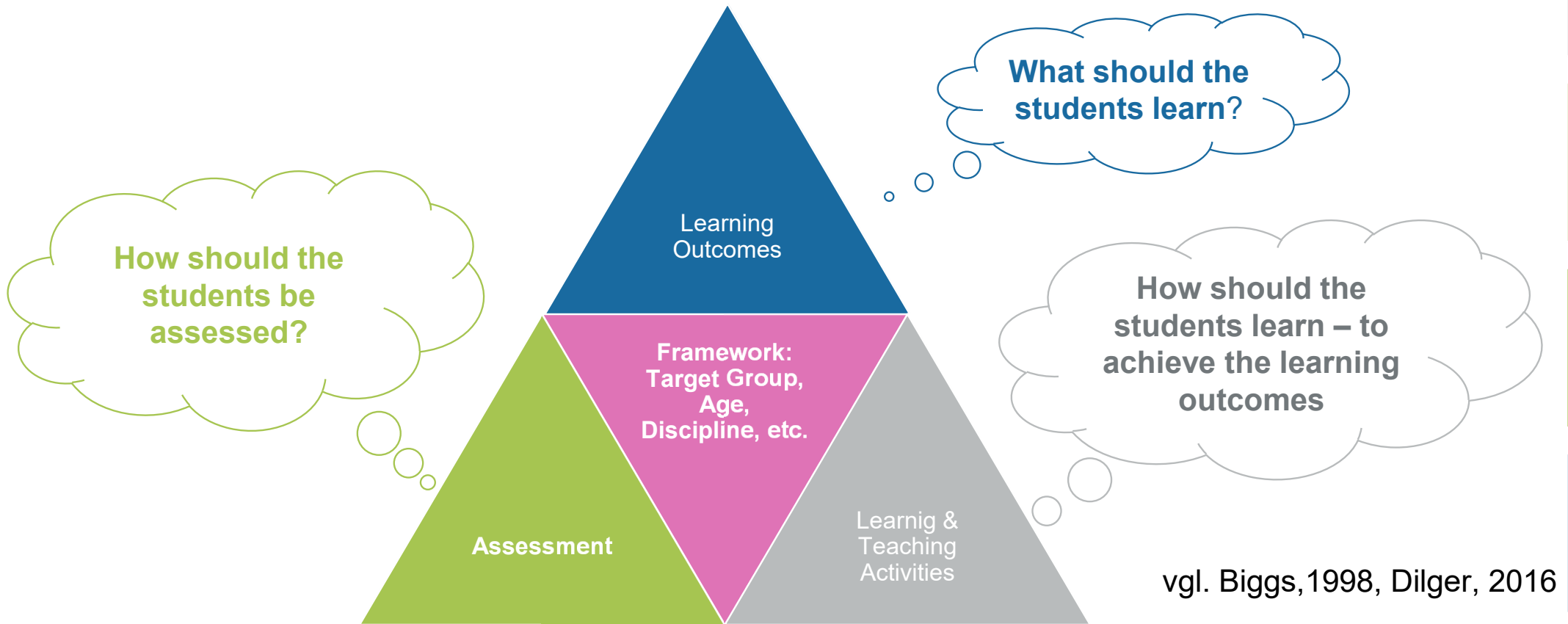
3) Teaching and Learning Framework



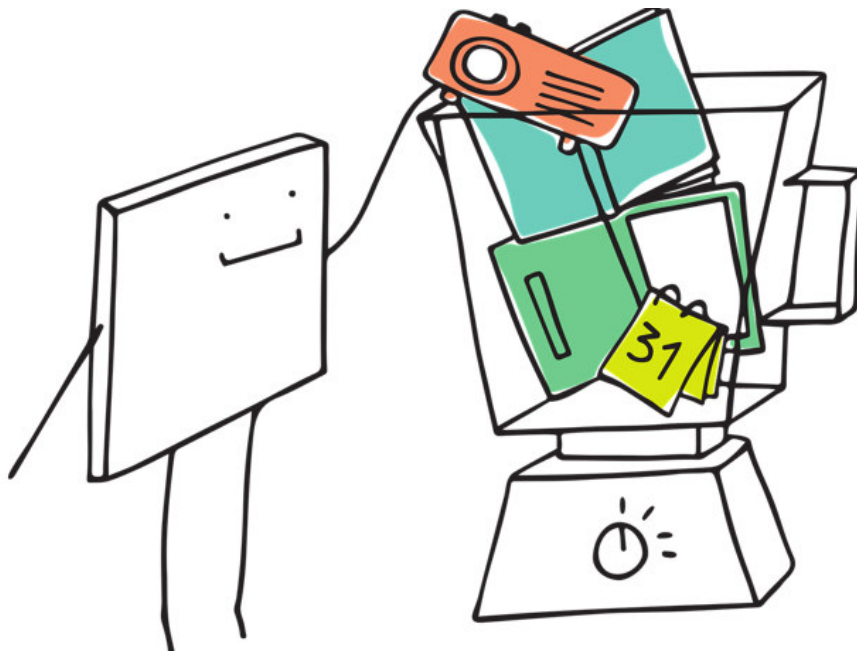
Teaching and Learning Framework

- Constructive Alignment in all BA-Courses
 - with full transparency of learning outcomes, assessment & assessment criteria for students
- Blended Learning in all BA-Curricula
- Flexibility and design options for lecturers

Constructive Alignment



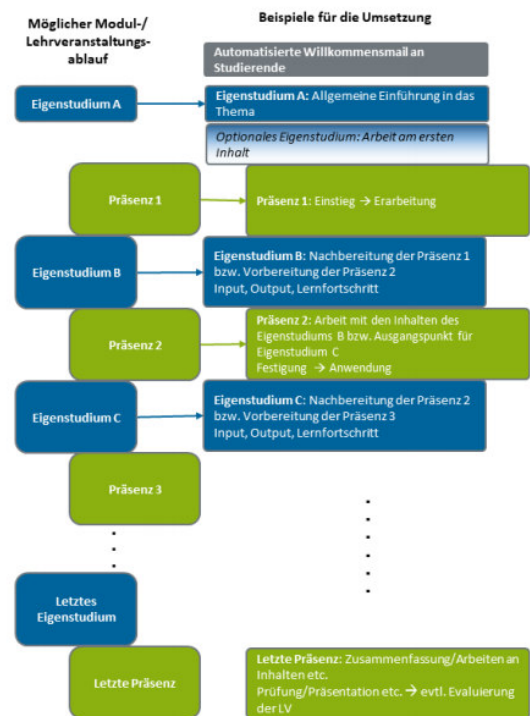
Blended Learning



<https://pixabay.com/de/vectors/pixel-zellen-blended-learning-6230153>

Lernpfad – „Reißverschlussprinzip“

- 1. Ausgangsüberlegungen**
 - Was sollen die Absolvent*innen der Module/ Lehrveranstaltungen können?
 - Welche Vorkenntnisse bringen sie mit?
 - Was brauchen sie, um erfolgreich zu lernen?
 - Was bedeutet das für die Aufbereitung der Inhalte?
 - Wie viele ECTS und Lehrheiten stehen mir zur Verfügung?
 - Wie sieht meine Lehrveranstaltungs-„blockung“ aus?
- 2. Konzipierung von Prüfungsaufgaben:**
 - Wie kann ich die Lernergebnisse prüfen?
 - Welche Prüfungsformate wähle ich aus?
 - An welchen Stellen setze ich Selbstchecks an?
- 3. Planung der Lehrveranstaltung:**
 - Wie kann ich das Erreichen von Lernergebnissen für Studierende methodisch/ didaktisch unterstützen?
 - Welche Materialien und Inhalte eignen sich für das Eigenstudium? Was muss in den Präsenzphasen vermittelt werden?
 - Was ist an Material bereits vorhanden? Muss ich es modifizieren oder neu erstellen?



Example: Moodle

The screenshot shows a Moodle course interface. At the top, there is a navigation bar with the Moodle logo, a menu icon, and links for 'LINKS' and 'HELP'. The user's name 'Schnabel Lukas' is visible in the top right corner. Below the navigation bar, the course title 'Template Standardisierung EN' is displayed. The main content area contains a welcome message and a 'Course Overview' section with a list of course components. On the right side, there is a 'Lecturer' section and a 'Course Information, Examination Regulations' section, which is highlighted with a red border. The left sidebar contains a list of course sections.

UAS TECHNIKUM WIEN moodle

LINKS ▾ HELP ▾

Schnabel Lukas

Dashboard / Current courses / QUELLKURS-TEMPLATE-EN

Turn editing on

Template Standardisierung EN

Here you will find general information about the course, essential study and practice materials, as well as self-checks/tests.

Please work through the self-study contents independently with the help of the given instructions. In the class sessions you will have the opportunity to clarify any outstanding questions about the course material and to consolidate and apply acquired knowledge. Self-study instructions are there to guide you through the activities and help you work on tasks in a structured way. You can find all information related to exams in the upper right-hand corner in the grey box under Assessment and Assessment Criteria. Note that all assignments are to be submitted via this platform.

Course Overview

- Course Communication
- Course Organisation
- Introduction to the Subject

Block 1

- Self-Study A: Title
- Class 1: Title
- Self-Study B: Title
- Class 2: Title
- Self-Study C: Title
- Class 3: Title
- Retake Exam
- Second Retake (Panel Exam)
- Information & Documents for Lecturers (hidden)

Lecturer

Course Information, Examination Regulations

- Course Information (CIS): Learning Outcomes, Attendance and more
- Assessment
- Assessment Criteria
- Accreditation, Examination Regulations (CIS)

Grades

Download course contents

Course Communication

Course Organisation

Introduction to the Subject

Self-Study A: Title

Class 1: Title

Self-Study B: Title

Class 2: Title

Self-Study C: Title

Class 3: Title

Self-Study: Files & Directories

This self study is all about files. File naming and structure will be covered as well as different file types and attributes. To wrap your knowledge about files, the second topic is about directories. There are multiple ways of organising files in an operating system and here you will learn about that.

Self-study instructions

Prepare yourself for the upcoming lesson by completing the following tasks:

1. Recapitulate the following chapters in *Modern Operating Systems*:
 - Files (4.1).
 - Directories (4.2).
2. Work on the self-check.
3. Continue working on Assignment 1.

Self-check: Files & Directories

This is a self-check (**not graded**).

Collection of Questions: Files & Directories

Do you have any questions about the content of this self-study section? Write them in this collection and we will answer them.

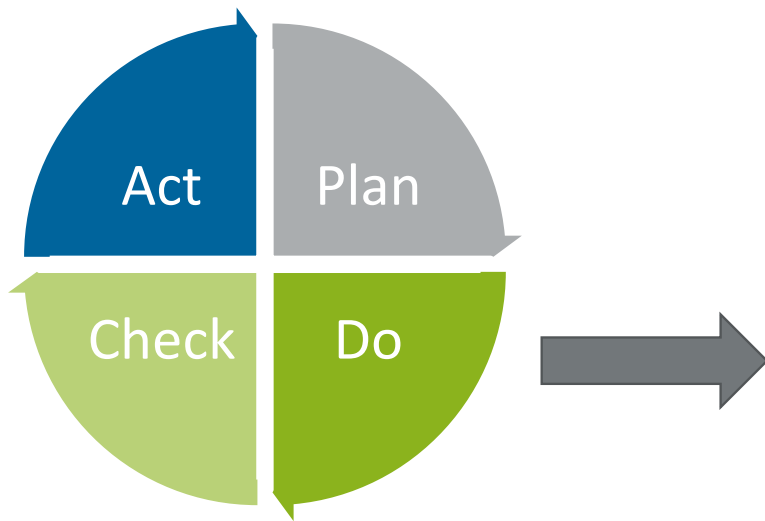
The screenshot shows a Moodle course page for 'QUELLKURS-TEMPLATE-EN'. The page is in editing mode, as indicated by the 'Turn editing on' button in the top right. The course navigation menu on the left includes: Grades, Download course contents, Course Communication, Course Organisation, Introduction to the Subject, Self-Study A: Title, Class 1: Title, Self-Study B: Title, Class 2: Title, Self-Study C: Title, and Class 3: Title. The main content area is divided into sections: 'Course Communication' with 'Lecturer's Announcements', 'Forum for Students', and a 'Collection of Questions about the Course' containing a note for lecturers to set up a Zoom session; 'Course Organisation' with a note for course template developers to delete the section if not needed; and 'Introduction to the Subject'.

Flexibility for lecturers

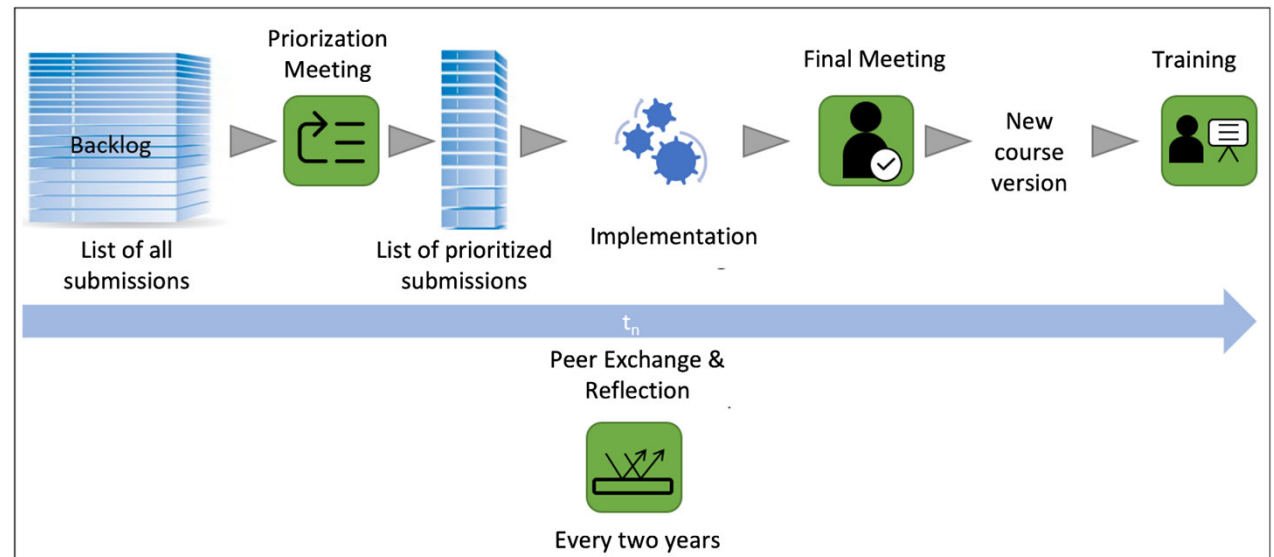
- Moodle Course and Learning materials as learning paths, videos, slides, examples, quizzes are already provided
- Lecturers can choose:
 - Teaching and Learning methods in face-to-face lectures
 - The zipping mode between self-study and face-to-face

4.) Workflow & Responsibilities

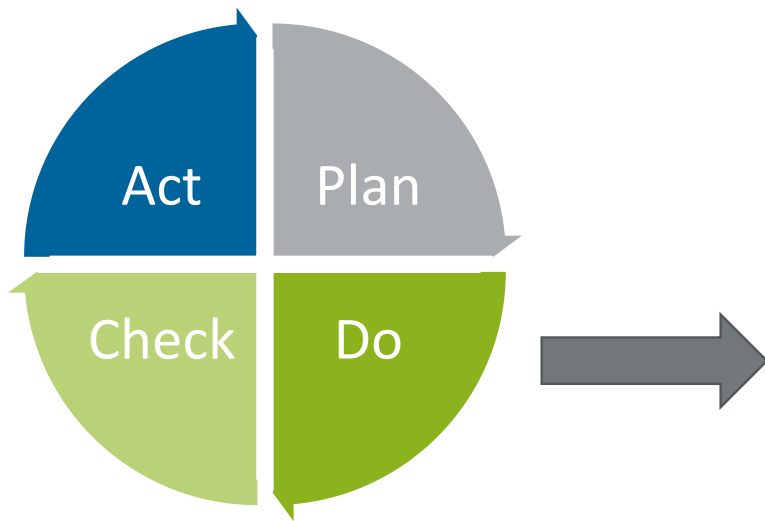
Tool support for Continuous Improvement Cycle



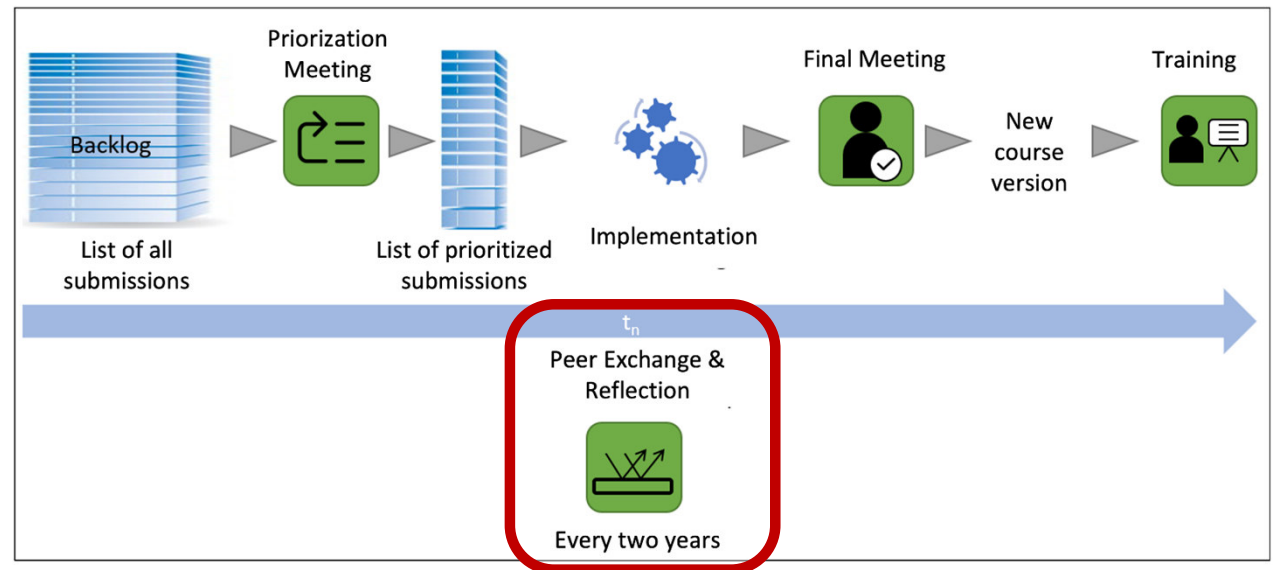
PDCA-Cycle



Tool support for Continuous Improvement Cycle



PDCA-Cycle



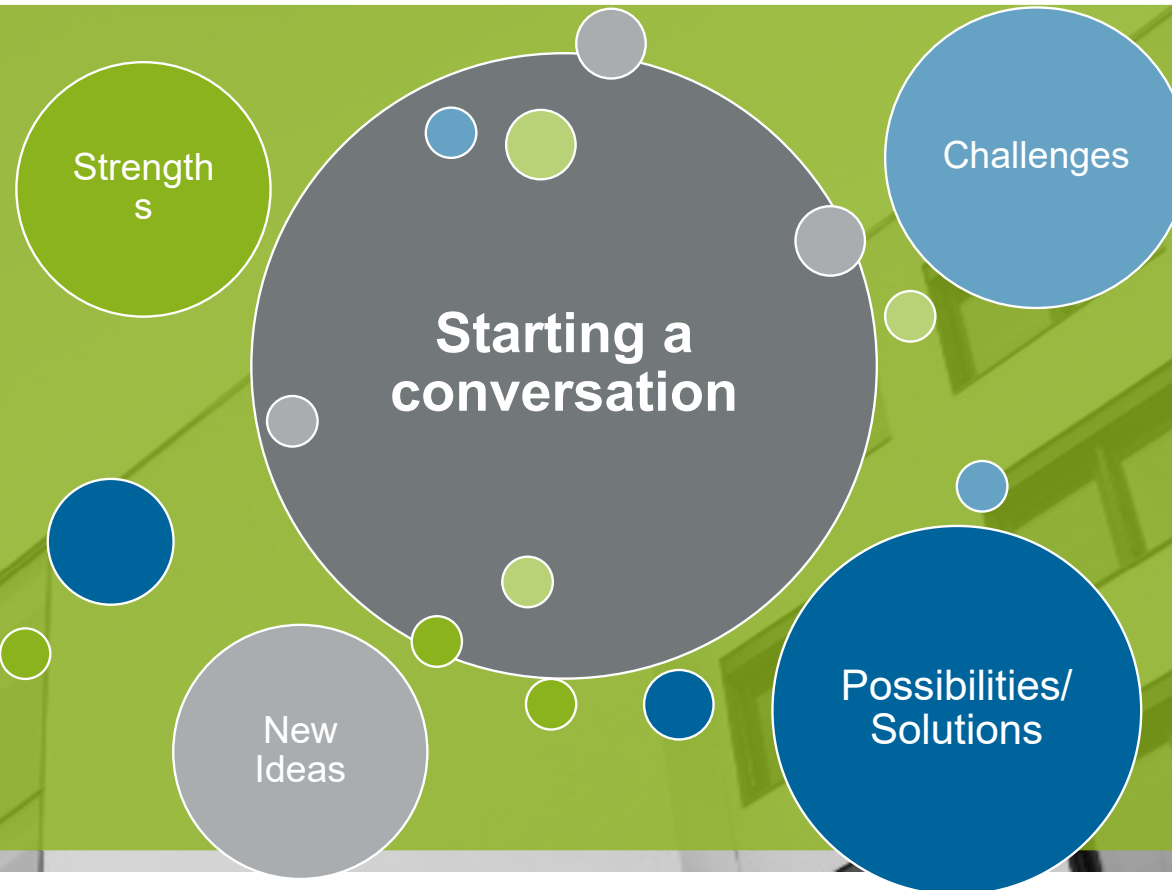
Peer Exchange & Reflection

LOs shape teaching & learning (Assessment & Learning Activities)
Changes might influence the LOs

BUT WHAT IF YOU ARE ALONE IN THE LECTURE HALL?

Let's get together and talk about it!

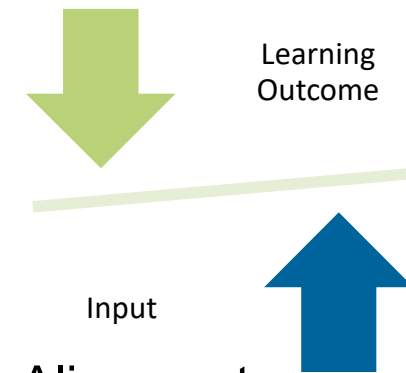
Main Goals of Peer Exchange & Reflection



Any course should take part once every two years, i.e. approx. 25% of the courses per semester (approx. 100 source courses).

Lessons learned so far...

- Paradigm Shift in teaching:
 - INPUT vs. OUTCOME
 - Importance of Assessment & Assignments: Constructive Alignment
- Peer Exchange & Reflection as key player in continuous improvement
- Clearance of processes & framework



Thank you for your attention!



Questions, Comments, Contact
Mag, Dr. Sylvia Lingo
UAS Technikum Wien | Teaching and Learning Center



technikum-wien.at