



Hochschuldidaktik
NRW

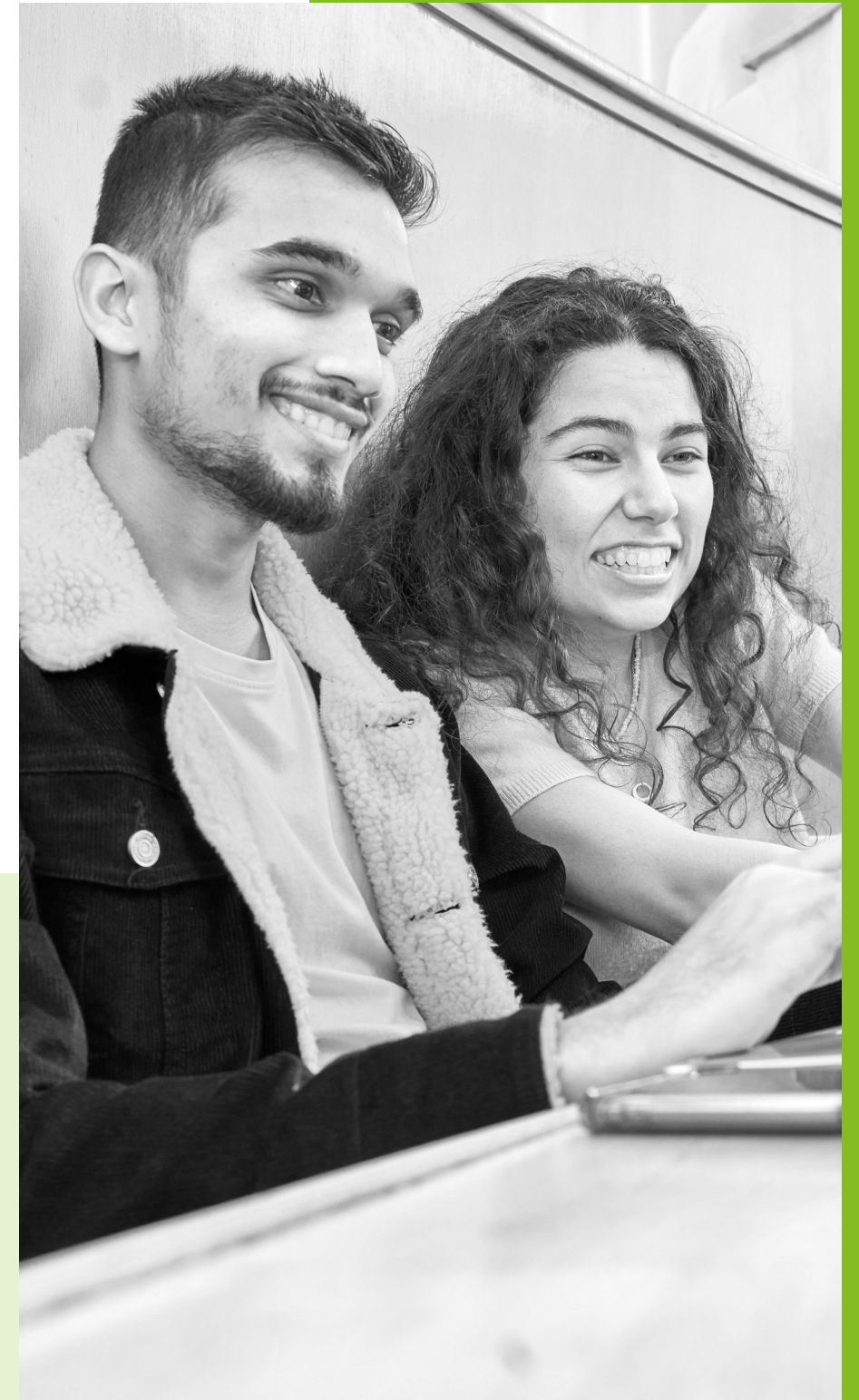
Central Principles of Teaching and Learning in Higher Education

Four Basic Workshops Offered by
Hochschuldidaktik NRW

9.-30.11.2026

Central Principles of Teaching and Learning in Higher Education addresses **international lecturers** who teach at universities in NRW. Online basic workshops are offered on

- » Teaching and Learning
- » Guiding Students
- » Examining and Assessing
- » Feedback





Teaching and Learning (Basics)

Teaching at university can be inspiring, dynamic, fun and sometimes chaotic. It challenges you as a lecturer to manage difficult teaching situations. In this workshop we focus on the reflection of teaching roles in different settings. Additionally, we talk about how difficult it can be to change into the student's perspective. Therefore we work on the questions: what is the best way of learning and what does it mean for learning motivation? We will define our own teacher's role and relate the constructive alignment to our teaching reality in order to motivate our students and enable them to take exams successfully. More topics that need to be reflected on are the definition of learning outcomes as well as aspects of communication that we need in the classroom.

Trainer

Dr. Hendrik den Ouden

Date

09.11.2026

Time

9 am – 5 pm

Learning Outcomes

At the end of the course the participants

- » can identify and describe foundations of teaching and learning in higher education.
- » design their own teaching in a competence-oriented manner and design it according to the principle of constructive alignment.
- » can motivate and encourage students using a variety of techniques.

Trainer
Dr. Barbara Kehler

Date
16.11.2026

Time
9 am – 5 pm

Learning Outcomes

At the end of the course the participants

- » can conduct an effective and goal-oriented advising process by
 - » reflecting on their various roles in the advising process.
 - » systematically structuring the advising process.



Guiding Students (Basics)

Advising processes are an essential component of student learning. Effective and goal-oriented advising is therefore fundamental to academic success.

To provide effective advising, lecturers must be aware of the various roles they may assume during an advising process. This allows them to adapt their roles to the situation and respond flexibly to their students' needs. To provide goal-oriented advising, the advising process must be systematically structured. Crucial to this is, on the one hand, careful preparation in which content-related and structural requirements and expectations are communicated transparently; and on the other hand, careful follow-up in which the agreed-upon action goals form the basis for the next steps. This enables a constructive and beneficial collaboration within the advising process.

In this online workshop, we will therefore focus on how to conduct an effective and goal-oriented advising process through role reflection and the application of practical tools (e.g. using a preparatory questionnaire, formulating SMART action goals).



Examining and Assessing (Basics)

Examining and assessing can be challenging, especially for new lecturers in the university context. In this introductory workshop, we will first approach the process of examining and assessing by analyzing the function and importance of the exam in the context of constructive alignment and competence orientation. In a next step, focusing the consequence of learning outcomes in the process of examination, we will consider different learning outcome taxonomies and how to facilitate the formulation of learning outcomes. Implementing their new knowledge, participants will formulate learning outcomes, which we will critically review in the context of formative and summative forms of examining. Finally, we will discuss quality criteria for an examination and reflect the relevance of reference norms and potential assessment errors.

Trainer

Daniel Pickert

Date

23.11.2026

Time

9 am – 5 pm

Learning Outcomes

At the end of the course the participants

- » can evaluate the function of the exam in the model of constructive alignment.
- » can distinguish between formative and summative forms of examination.
- » can develop competence-oriented learning outcomes.
- » can distinguish quality criteria of an exam.
- » can assess the relevance of reference norms and assessment errors.

Trainer
Dr. Miriam Gertzen

Date
30.11.2026

Time
9 am – 5 pm

Learning Outcomes

At the end of the course the participants

- » can explain the significance of feedback for student learning and for developing one's teaching style as a lecturer.
- » can identify possibilities for productively integrating feedback phases into their courses and how to implement these via using a range of didactic methods.
- » can identify, explain and implement factors that help to create an open feedback culture.



Feedback (Basics)

A lively and open feedback culture has a considerable effect on student learning (cf. Hattie) and does not only comprise feedback that lecturers provide to students regarding a specific task the students have performed but, moreover, also includes feedback that students direct at their lecturers concerning e.g. the course and lesson structure. Understood in this way, feedback represents a comprehensive and reciprocal communication process in which lecturers and students discuss and negotiate multiple aspects of teaching and learning. Feedback thus constitutes a valuable tool to enable agency for all parties involved in the teaching and learning process.

In this workshop, we will examine the significance of feedback as well as different dimensions and levels of feedback. Furthermore, we will try out and discuss a range of feedback methods. Finally, we will identify factors that are beneficial for building and establishing an open, reciprocal feedback culture.



Registration

In order to register for one or more workshops, please e-mail to highereducation@hd-nrw.de and include

- » the workshop(s) you would like to register for
- » your name
- » your university
- » your faculty
- » your department

Registration starts on **Thursday, 1 October**. Registrations received before that date will not be taken into consideration.

Registration is **limited to 30 persons** per workshop. Early registration is recommended since places will be assigned according to the time of registration. Registration deadline is a week before each workshop.

We use your data exclusively in accordance with our [privacy policy](#).

Information on Hochschuldidaktik NRW

Hochschuldidaktik NRW, a network of 17 universities in NRW, offers (advanced) training in higher education didactics. For further information on Hochschuldidaktik NRW, visit its website <https://hd-nrw.de/>.

