



Recommendations for the didactic and methodological design of courses

These recommendations have been developed against the background of our experience in supporting teachers, and higher education didactic research also points to these factors as conditions for the success of good teaching.

1. Variation of teaching methods: We recommend using different teaching methods, learning materials and examination formats to cater for different learning preferences. The concept of constructive alignment serves as a framework for harmonising learning objectives, activities and examination formats.

Tip → The teaching service's [navigator](#) provides guidance for choosing suitable digital support for collaborative learning in media-supported teaching.

2. Interactive teaching: In order to take into account different learning speeds and prior knowledge, interactive elements such as partner discussions and one-minute papers should be integrated to master even large lectures.

Tip → Encourage your students to incorporate interactive sequences into presentations. This could be a quiz to activate prior knowledge or a marble group.

3. Self-directed learning: Teachers should promote self-directed learning by allowing students to introduce their own topics and offering them various work assignments.

Tip → A suggestion on how self-directed learning can be defined and supported can be found in a [handout from the University of Vienna](#) (in German).

4. Reflection on learning processes: Reflecting on one's own learning process is essential. The use of portfolios can help to document and reflect on individual learning processes.

Tip → Leuphana provides the electronic version of the [myPortfolio](#) tool for portfolio work.

6. Linking to prior knowledge: Courses should be planned in such a way that they build on students' prior knowledge and experience in order to facilitate learning.

Tip → On the Teaching Service website you will find examples of various [course descriptions](#) that have been explicitly used to communicate teaching objectives, prerequisites and expectations.

7 Collaboration: Clear agreements on collaboration and explicit responsiveness of teachers contribute to a positive learning environment.

Tip → Weitzel et al. (2023) suggest how learning and work agreements can create a framework that promotes learning. They provide a [visualisation that can be used](#) directly (in German).

8. Digitally supported teaching: The use of digital teaching methods can support flexible learning and check learning progress. It is important to find a personal approach to the use of digital tools.

Tip → The guiding principle could be to consider what concrete benefits you expect with regard to the gain in competence / learning gain envisaged in the teaching objectives.

9. Feedback: Regular feedback enables students to assess their performance and learning progress. Peer feedback activates students and promotes mutual learning. Student feedback on teaching enables student needs to be taken into account.

Tip → At Leuphana, Shift! is a qualitative feedback process that supports you in your dialogue with your students.

10. Your teaching motivation: Be visible to your students in your own motivation, let them share your enthusiasm for your subject and your personal experiences. This creates authenticity and approachability.