

Development of Teaching-Units by Research-Based Teaching Improvement – A Collaborative Approach

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Multiple (Stepwise) Linear Regression on Competence-Scales – Beta Values

	Professional Competencies	Genuin Scientific Competencies	Competencies for Science Journalism	Expert-knowledge
Research-/Knowledge-oriented Teaching Behaviour	.299**	.209**	.166*	.099**
Studentoriented Teaching behaviour	--	.250**	.156*	--
University of Applied Sciences	.231**	--	.167**	--
Lower Semester	--	-.134*	-.101*	--
Former occupational experience <u>not</u> related to field of study	-.121*	--	--	--
Young Age	-.167**	--	--	.116**
Men	-.099*	--	--	--
Inherited "capital"	--	--	--	--
School leaving certificate	--	--	--	--
R ²	.341	.179	.151	.276

→ Teaching behaviour effects students' acquirments of competencies

(Stepwise) Logistic Regression on: Studying according to the Degree Program

	Exp(B)
Intercept	5.946**
Women	2.529**
Fifth Semester	.563*
Former occupational experience <u>was</u> related to field of study	2.267**
Age	.958*
"cultural capital" (high,low)	--
Work experience	--
Nagelkerkes R ²	.118

→ Life experiences makes a difference on the probability of studying according to the degree program

Inert Knowledge

Active Knowledge



Implementation of:

- (1) Faculty staff qualification focused on course specific demands
- (2) Innovative learning arrangements to foster active learning

In detail:

- o Constructive Alignment
- o E-Portfolio
- o Mentoring "on demand"
- o Course specific coaching of staff with minimal interventions for improving teacher-student interaction
- o Competence oriented examination procedures

Transformation of Study Reality

