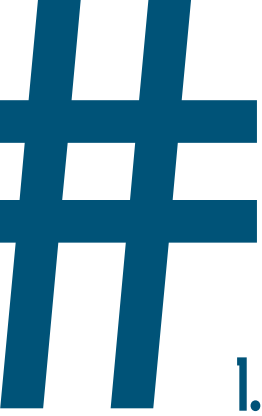




PROPOSALS FOR MEASURES TO **IMPLEMENT** THE UNIVERSITY OF POTSDAM'S **MISSION** **STATEMENT FOR** **TEACHING AND LEARNING**

The Mission Statement for Teaching and Learning was developed by members of all status groups at the University of Potsdam in a participatory process. Possible actions to be taken to achieve the defined goals are presented below and should be read as an agile compilation. Some of these measures are already being implemented, others represent new impulses. They refer to different levels and range from the implementation into the curricula of the degree programs to general study conditions. The implementation of the selected measures is reviewed on a regular basis.

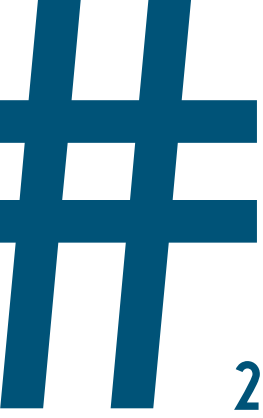


I. RESEARCH ORIENTATION

- Research-oriented teaching is discussed and defined on a subject-specific basis.
- Team-building measures enabling research-oriented education are integrated into the modules, e.g. joint term papers.
- Methodological competence for building up research competence is increasingly integrated into the modules.
- It is being examined whether Master's students can be involved in research-oriented Bachelor's courses, e.g. via curricular requirements or research assistant activities.
- E-learning opportunities on scientific research and on research methods for students are expanded.
- The curriculum offers elective components with an increased focus on research in which students can pursue their own research questions.
- Master's courses that are jointly coordinated by international research networks are implemented, including on a digital basis.
- International networks of the University of Potsdam are made accessible to students (for example, in the form of teaching files or research data).
- Theses and projects with non-university partners and companies are made possible and promoted.
- Networks with non-university partners are institutionalized and continuously supported (e.g. digital humanities, campus school).
- International research colleagues are involved in teaching to a greater extent.
- The range of courses offered in English is expanded and promoted.

Parameters for the topic of research-oriented teaching

- It is being examined whether students can receive financial support for research projects, e.g. for undergraduate research in the form of summer research universities.
- Flexible learning environments such as self- and group learning zones or media and computer labs are expanded.
- Methodological experts from the University of Potsdam are encouraged to form a network with the aim of exchanging information and setting common topics (e.g. digital mining). This ensures stronger methodological support for faculties, subjects, central units and students.
- An increased number of trainings and resources on the topic of research-oriented teaching are made available.
- The University of Potsdam continuously updates the technical equipment needed for research-oriented teaching.
- It is being examined whether openings for new teaching positions can always be published internationally.

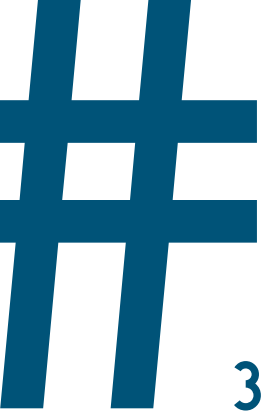


2. CAREER ORIENTATION AND PERSONAL DEVELOPMENT

- Those competences that are relevant for complex and varying occupational fields are described in the modules in a more differentiated manner than before.
- It is being examined whether non-university internships can be accompanied by teaching staff.
- Project-oriented modules are accompanied by teaching staff and integrated into the curricula. The study commissions define what project orientation means for their subject. Subject-specific implementations can include, for example, the integration of case studies into teaching or research projects.
- There is communication between teaching staff members at module level, best/ good practice examples are made visible. In addition, the exchange between central and decentralized institutions is intensified.
- Students are enabled to deal critically with possible professions and occupational fields.
- The diversity of later career paths (within or outside the scientific community, founding, at home and abroad) is highlighted. This takes place, among other things, in discussions with representatives of professional practice.
- External representatives from the (non-scientific) professional world are integrated into teaching so that students can experience concrete professional practice.
- The ability to criticize and judge is developed more actively among students than before. To this end, appropriate formats are integrated into the courses.
- As a contribution to the broadening of specialist knowledge and the development of personality, students are increasingly enabled to deal with different cultures in international exchange.
- The opportunities to gain international experience by participating in exchange programs are actively made available to students (e.g. Erasmus, internships abroad, exchange formats with international students in the Buddy Program).

Parameters for the topic of career orientation and personal development

- It is being examined whether fundamental standards for project-oriented modules can be developed at the University of Potsdam.
- Students have sufficient freedom for their own initiatives, for example with regard to “StudiumPlus”.
- Social commitment plays an important role in personality development. The opportunities for social commitment at the University of Potsdam are presented transparently.
- Institutionalized exchange and training formats regarding occupational fields and personality development as well as on practice outside of science are increasingly made possible, e.g. within further education training opportunities for higher education didactics, events on collegial work shadowing or community of practice.
- The competence profile for faculty members responsible for internships/ professional practice is further developed.
- It is being examined whether the participation of new teaching staff in a short training course can be made compulsory. In addition, more opportunities to participate in continuing education courses are offered to non-professorial teaching staff members.
- The heterogeneity of degrees and postgraduate activities is recognized. In order to support Bachelor graduates, a constantly updated list of occupational fields with a Bachelor's degree is provided. In addition, more and more career paths are compiled for all degree programs, including those outside the scientific community.

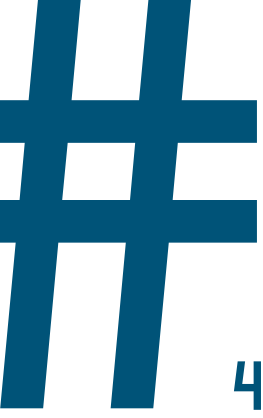


3. INTERDISCIPLINARY AND MULTI-DISCIPLINARY TEACHING

- It is being examined whether there can be a curricular component of interdisciplinary teaching that is specifically tailored to the teaching and learning content of the individual degree program.
- Through efforts to increase awareness in this regard, students and teaching staff learn to appreciate the relevance of interdisciplinary teaching as well as the recognition of the diversity of perspectives on ONE question.
- Students and lecturers are motivated to develop and use a common language in order to solve specific problems in an interdisciplinary context.
- In order to realize interdisciplinary teaching in the form of problem-based teaching, different teaching formats such as team-teaching, projects or internships are used.
- Interdisciplinary questions are dealt with in the context of final theses.
- In the teacher training programs, a clearer relation between scientific and didactic contents is established.
- More mobility windows for students, teaching staff mobility as well as international research projects are established and promoted in order to experience and pass on the differences of interdisciplinarity also in an international context.

Parameters for the topic of interdisciplinary and multidisciplinary teaching

- Opportunities for exchange in the form of e.g. co-working spaces are developed.
- The number of continuing education courses on topics such as „problem-oriented teaching“, „team teaching“ and „developing new interdisciplinary teaching formats“ is increased.
- The University of Potsdam offers digitalization services that enable cooperation, e.g. module- specific Moodle courses or reflection tools.

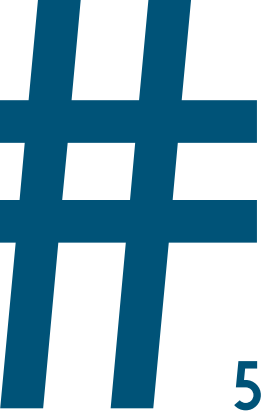


4. TARGET GROUP-SPECIFIC TEACHING

- The introductory study phase is facilitated by relevant information at the time of admission. Supplementary and more in-depth information is also provided in introductory events or revision courses.
- The transition to interdisciplinary Master's degree programs is facilitated by preparatory courses that are embedded in the curricula.
- For Master's degree programs, subject-specific welcoming events are designed.

Parameters for the topic of target group-specific teaching

- Existing support services for teaching staff are expanded in order to reflect on and develop target group-specific teaching.
- More variable and open learning spaces allowing the implementation of target group-specific differentiation are created.
- Within a diversity-sensitive teaching, a greater awareness of how groups work together is created.
- It is being examined whether target group-specific teaching can be increasingly realized through a more differentiated crediting of the teaching load, for example in the development of e-learning concepts.
- The online self-assessments are expanded to make it easier for prospective students to decide on a degree program.
- The social integration of students into the university organization is promoted by appropriate orientation offers. Tutorials, mentoring programs and advisory formats (e.g. to impart knowledge of the study and examination regulations), provide orientation throughout the course of studies. The University of Potsdam uses various communication channels to convey information and, if necessary, expands existing offerings.



5. STUDENT AND COMPETENCE ORIENTATION

- Student- and competence-oriented teaching is discussed and defined in a subject-specific way.
- Critical debate is promoted through forms of implementing the Shift from Teaching to Learning, through peer work shadowing and exchange between colleagues.
- Communicating the competence orientation of teaching and examinations to students in a manner appropriate to the target group becomes a bigger part of the teaching culture.

Parameters for the topic of student and competence orientation

- Funding opportunities are provided for the use of sound concepts and scientific analyses for the further development of student- and competence-oriented teaching.
- Existing student- and competence-oriented teaching and degree programs are systematically brought together by quality management representatives and made accessible in order to give new impetus to faculties.
- Teaching staff members regularly undergo further training on student and competence orientation.
- More motivation is fostered among students to actively participate in teaching. They are involved and heard accordingly.
- The support of student- and competence-oriented teaching by the central institutions is continuously guaranteed and the topic is integrated into the methodology of the courses for continuing education.
- The central institutions of the University of Potsdam interlink their services more closely with regard to student and competence orientation. In support of this, more specialist and faculty offerings are designed and implemented. The time resources of all actors are used as sparingly as possible.