

## Netzwerk Studienqualität Brandenburg (sqb)

In 2008, the institutions for didactical training in higher education in the state of Brandenburg joined to form the network 'Netzwerk Studienqualität Brandenburg' in order to improve the quality of teaching and learning: With academic expertise, distinct and unique profiles they pave the way for an excellent higher education landscape in Brandenburg.



# Certificate of Higher Education

acquired by

**Mr. EXAMPLE**

on July 18, 2016



**Fachhochschule**  
Polizei Brandenburg



**HNE**  
Eberswalde  
Hochschule für nachhaltige Entwicklung



EUROPA-UNIVERSITÄT  
VIADRINA  
FRANKFURT (ODER)



**Technische Hochschule**  
**Brandenburg**  
University of  
Applied Sciences



FILMUNIVERSITÄT  
BABELSBERG  
KONRAD WOLF



**FH;P** Fachhochschule Potsdam  
University of  
Applied Sciences



Technische  
Hochschule  
Wildau  
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of Applied Sciences  
**WILDAU**



Brandenburgische  
Technische Universität  
Cottbus - Senftenberg

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and

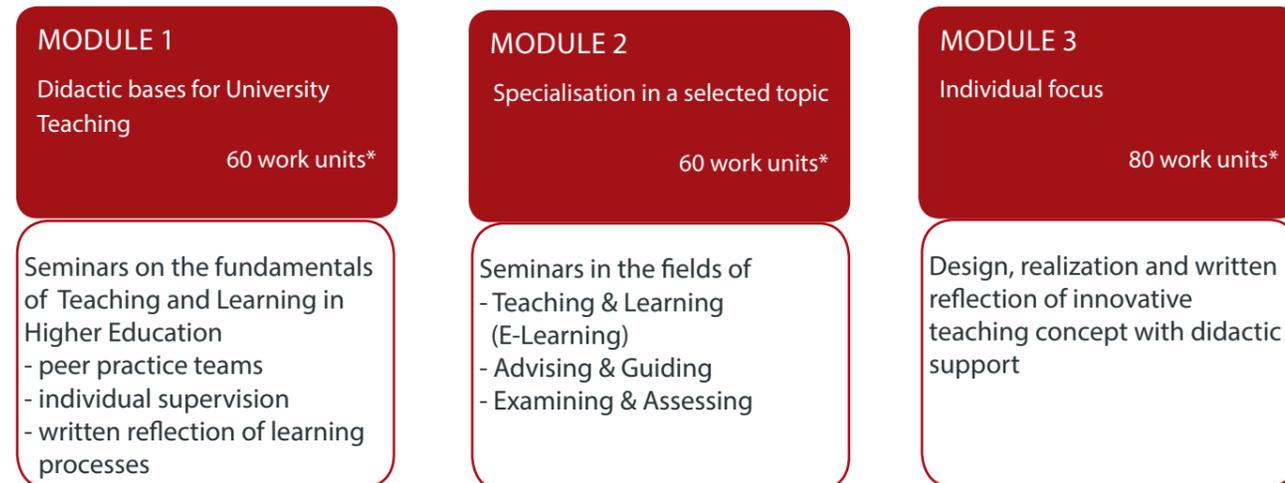
Christin Schramm

The 'Netzwerk Studienqualität Brandenburg (sqb)' (network quality in Teaching and Learning), a network for didactical training in Higher Education, offers a modular and off-the-job certificate program to lecturers at institutions of Higher Education in the state of Brandenburg. This degree meets the quality standards of nationwide certificate programs of University Didactics. It provides the participant with an opportunity to enhance his or her teaching competencies systematically. The certificate proves that the participant has gained significant teaching competencies in higher education.

## Certificate of Higher Education

The certificate comprises three modules of 200 work units\*, individual training consultation regarding the development of teaching skills and the competencies needed in higher education professions. Moreover, it includes a discussion of both the design and realization of the educational concept as well as of the further development of the personal teaching profile.

### Structure of the certificate program



### Module 1

In a two-day introductory workshop, Mr. EXAMPLE designed a lecture taking into account specific criteria of teaching quality, including approaches to reducing learning material, the developmental logics of learning processes and the set-ups of teaching situations.

In a practice-oriented phase, the participant reflected on the realization of the designed lecture during the course of one semester as well as on his own teaching experience. This process of reflection was supervised in a class observation and mentored by peer lecturers in order to exchange perceptions of their teaching practice.

Eventually, the experiences gained in the teaching practice were evaluated in an individual consulting session to support the development of professional teaching skills.

\* one work unit equals 45 minutes

### Module 2

In this module, the participant attended a number of seminars in preparation for the conceptual-reflexive project in module 3. The seminars corresponded to the nationwide quality standards of Advising & Guiding, Examining & Assessing, Teaching & Learning (E-Teaching)

To enhance the personal teaching competencies, the participant attended the following seminars in the course of the certificate programme:

- \* Erfolgreiche Rhetorik - Kommunikationstraining für Lehrende (transl. Successful rhetoric – communication training for teachers); (Teaching & Learning, 16 work units)
- \* Kompetenzorientiert mündlich prüfen – wie geht das? (transl. How to conduct competence-based oral examinations); (Examining & Assessing, 8 work units)
- \* Academic Writing (for Research and Professional Purposes); (Teaching & Learning, 16 work units)
- \* Konfliktmoderation im Rahmen von Lehre und Beratung (transl. Conflict management in teaching and consulting); (Advising & Guiding, 8 work units)
- \* Begleitende E-Prüfungen als Unterstützung von Studiengängen mit erhöhten Studierendenzahlen (transl. Computer-aided examinations as a way to support university courses with an increased number of students); (Examining & Assessing, 8 work units)
- \* ... damit ankommt, was ich meine (transl. Conveying what you mean); (Teaching & Learning, 8 work units)
- \* Lernen und Lehren mit Videos (transl. Learning and teaching with videos); (Teaching & Learning, 16 work units)
- \* ZNA Onlineseminare mit Adobe Connect (transl. Online seminars with Adobe Connect); (Teaching & Learning, 8 work units)
- \* Didaktik & Design. Lehr-Lernprozesse gestalten und Lernmaterialien entwerfen (transl. Didactics & Design. Structuring teaching and learning processes and designing learning materials); (Teaching & Learning, 16 work units)
- \* ZNA Slidecast, Lehrvideo, Webinare - Wie medienvermitteltes Kommunizieren wirkungsvoll und verständlich gelingt (transl. Slidecasts, tutorial video, web seminars – How to communicate effectively and understandably by means of media); (Teaching & Learning, 16 work units)

### Module 3

Mr. EXAMPLE works as an adjunct at the Brandenburg University of Technology Cottbus – Senftenberg (BTU C-S) and is a supervisor of the project "MSc Laboratory Medicine" at the Faculty 2 - Environment and Natural Sciences in the field of multi-parameter diagnostics.

He developed a two-day in-house training for the further education centre of the BTU C-S on the topic of "Effective project management through cooperative, network-based communication processes". The training addressed employees of the BTU C-S and was announced in the in-house further training programme of the institution. It was conducted with nine participants in July 2016.

The training was meant to support participants in acquiring both basic knowledge of project management and new methodological skills to use different software tools for collaborative work. In addition to the in-class lecture the training was conceptualized to provide blended-learning scenarios, which – however – could not be conducted due to the participants' lack of time.

In his written reflection, Mr. EXAMPLE commented on the difficulties of implementing the training and developed conceptual ideas to improve its announcement and design as well as the didactical methodological realization.