Teaching Canvas – Student Participation in Teaching

Licence note:

The 'Teaching Canvas – Student Participation in Teaching' is based on the Digital Teaching Canvas, an OER template from the Hochschulforum Digitalisierung, and has been adapted with a focus on student participation.

What is the purpose of this Teaching Canvas?

Student participation is an integral part of planning out university teaching. For this reason, this Teaching Canvas combines general didactic ideas for designing courses with specific aspects that sharpen the focus on opportunities for student participation in the planning and implementation of teaching. The Teaching Canvas can be used to reflect on, adapt, and further develop one's own teaching concept with a focus on opportunities for student participation in a specific course during the semester. This Canvas can also be used as a basis for discussing one's own teaching with colleagues and students or for obtaining feedback.

Student participation in teaching is a continuum with varying degrees of intensity:
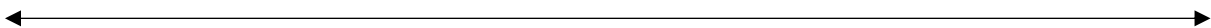
(Minimum) Partaking – Involvement – Collaboration – Co-determination – Self-determination, -administration & -organisation (Maximum)
(Mayrberger, K. (2019). *Partizipative Mediendidaktik. Gestaltung der (Hochschul-)Bildung unter den Bedingungen der Digitalisierung.* Beltz Juventa) [in German]

How can I work with this Teaching Canvas?

Pages 2-4 contain reflection questions in various categories for planning and conducting courses, which university teachers can use to reflect on student participation (including resources, p. 4). We invite you to consciously select which questions you would like to answer for your own course using this canvas.

Pages 5-6 contain the categories with free fields for your own editing. Words, icons, images, or other forms of visualization can be used to fill in the fields—anything that seems helpful for your individual work with the Canvas. The general didactic ideas are listed in gray font, and the specific aspects of student participation are listed in black font.

Self-assessment to check:

How do I assess the current state of student participation in my course?

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Reflection questions for planning and conducting courses:

Learning objectives

1. Do I discuss the learning objectives with the students and where can the students view the learning objectives?

2. What opportunities do students have to formulate their own learning objectives?

3. How do I support students in achieving their learning objectives and when/how do I address this in my course?

4. What are the objectives of the overarching module (or modules) and how does my course help students to successfully achieve them?

5. What problems should students be able to solve after my course?

6. What do students need to do to achieve the learning objectives, and how do they find out?

7. Which learning objectives are explicit and which are implicit?

Teaching/learning methods

1. Which participatory teaching/learning methods (e.g., project-based learning, own case studies, research-based learning) are used in my course?

2. How can students adapt these methods to their individual learning needs? What support is available?

3. What influence do students have on the teaching/learning methods in my course?

4. What purpose does the use of selected teaching/learning methods serve in my course?

5. How do teaching/learning methods and learning objectives fit together?

Examination format

1. What opportunities do students have to shape the examination in my course?

2. What opportunities do students have to choose from different examination formats (e.g., in relation to individual barriers due to disabilities)?

3. How can students prepare for the examination format(s) in my course in a low-threshold manner, and what information is available to them for this purpose?

4. How do the exam format and learning objectives of my course fit together? What do I ask beyond the learning objectives?

5. How does the type of exam format fit with the teaching/learning methods?

Students

1. How can I ensure that students with different needs can contribute equally to the design of the course?

2. How heterogeneous is the (expected) group of students in my course?

3. What are the students' needs (e.g., in terms of accessibility)?

4. What methods of collaboration and course organization are students already familiar with?

5. What (digital) tools, programs, and applications do students already use? Which ones should they learn about during my course? Where can they get support, if necessary, and how can they obtain information about this?

Managing students' expectations

1. What expectations do students bring to the course and how can I find out about them? What wishes, reservations, and goals do they have in relation to my course?

2. What do I, as a university teacher, expect from the participating students and what can the students expect from me? Where can students see this transparently at any time (e.g., reliability, availability, seminar atmosphere)?

3. What stance do I need as a teacher in order to communicate with students on an equal footing in my course? What do students need for this (e.g., transparent, accessible learning contract, netiquette, code of conduct)?

Feedback

1. What should the feedback culture in my course look like? What do the participants need for this and what is important? (see also "5. Managing students' expectations": learning contract, code of conduct)

2. How does student feedback influence the design of my course, and how do I communicate this?

3. What opportunities for feedback are there in my course? Who gives feedback to whom, for what purpose, and on what? E.g.:

   - Students give me, as the instructor, feedback on content and/or organization of the course.

   - Students give each other peer feedback to support each other in the learning process.

   - I give students text feedback, for example, as inspiration for further revision.

4. What is an appropriate framework and format for feedback on my course (e.g., anonymous or open exchange between students and me as the teacher? Am I present as the teacher when students give feedback?)?

Support & assistance

1. How do I determine the support needs of students in my course?

2. What are the possibilities and limitations of meeting the individual needs of students?

3. At what points in my course will students need support, and who can provide it?

4. Who is responsible for which forms of support in my course?

Spaces for learning

1. To what extent can students help choose and design (physical and digital) learning spaces?

2. As a teacher, where (digitally) can I create a space for (collaborative) learning? E.g.:

   - How do I initiate asynchronous (collaborative) learning situations in advance and prepare them in a targeted manner?

   - How can students reach me during asynchronous learning phases, and how high/low is the threshold for this?

   - Where and how do students create their own spaces for (collaborative) learning?

3. To what extent do I enable group settings in digital and analog learning spaces, and how do these phases fit in with the respective learning space and learning objectives?

4. Where, how, and between whom does interaction take place, and which platform can I offer for this?

5. How do the physical size of the learning space and the number of participants fit together?

6. What is the (technical) equipment of my physical learning space like, and which forms of participation does this enable (or disable)?

Cooperation partners

1. To what extent and in what role can students become part of the teaching team for planning and conducting my course?

2. Are there other ways of involving students in the design if they cannot be part of the teaching team?

3. Who are other important partners for my course, both within and outside the university, who should be involved in the planning and implementation of my course?

Further considerations

1. How can I ensure sensitive communication among students and between students and myself in my course?

2. What are the overarching goals and ideas of the course?

3. What other important aspects of my course need to be considered?

Additional Ressources for Working with the Teaching Canvas:

Activating methods for courses can be found here, for example:

- LEHRE LADEN (Universität Bochum) [in German]: https://lehreladen.rub.de/lehrformate-methoden/

- Toolbox-Lehre (Universität Konstanz) [in German]: https://www.uni-konstanz.de/asd/infopool/toolbox-lehre/methodensammlung/methoden-von-a-z/

- Methodenbaukasten für agile Lehre (Ostfalia Hochschule) [in German]: https://blogs.sonia.de/aggit/

Examples of how feedback can be used in courses can be found here:

- Lehren & Betreuen (Universität Wien) [in German]: https://infopool.univie.ac.at/startseite/lehren-betreuen/feedback/

- Auferkorte-Michaelis, N., Linde, F., Bonnes, M., Haschke, H. & Hintze, A. (2023). *Feedback für den Lehralltag*. Verlag Barbara Budrich. [in German]
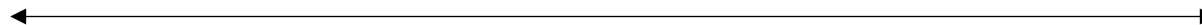
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Title of my course: _____

Learning objectives:	
Teaching/learning methods:	**Examination format:**
Students:	**Managing students' expectations:**
Feedback:	**Support & assistance:**
Spaces for learning:	**Cooperation partners:**

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Further considerations:

Final self-assessment to check off:

How do I assess the opportunities for student participation in my course?

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