



UNIVERSITÄT  
BIELEFELD

Zentrum für Lehren und Lernen

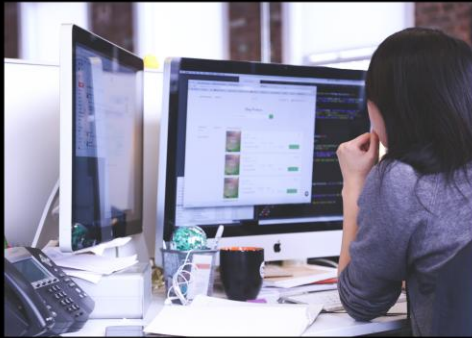
# Juggling multiple roles: Teaching hacks and habits for doctoral researchers

Dr. Alessa Hillbrink & Dr. Gabriele Steuer

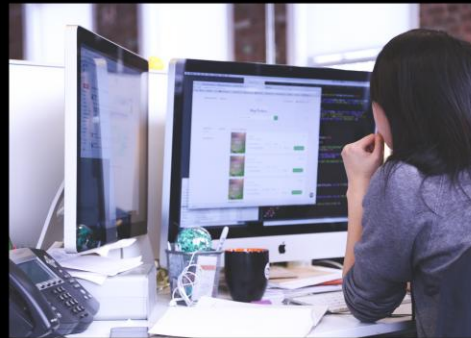


# All those who...





What I thought I would do.



What I really do.



What my friends think I do.



What my parents think I do.



What my colleagues think I do.



What my supervisor thinks I do.

Participant 42

# Interplay of research and teaching roles

- socialization and identity formation influence doctoral students' completion, achievement and well-being
- *role identity* = a person's (long-term) identification with a professional role
- Early-career academics need to acquire role identities for both the researcher and the teacher role
  - Sudden change in roles and responsibilities from student to both researcher and teacher

# Role identification

- Doctoral students show stronger identification with the researcher than with the teacher role
- Teaching experience is decisive for growing identification with the teacher role
- Colleagues' support is beneficial for both researcher and teacher role identification

## Psychologie-Doktoranden: Mehr Forscher und weniger Lehrkraft



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Bin ich mehr Forscher oder Lehrender? Psychologinnen der WWU haben zum ersten Mal sowohl langfristige als auch situationsbezogene, kurzfristige Rollenidentifikationen bei Nachwuchswissenschaftlern in der Psychologie untersucht. Die Studie ist in der Fachzeitschrift "Studies in Graduate and Postdoctoral Education" erschienen.

# How to juggle research and teaching roles?

- Use your prior experiences and personality to develop authentic role identities
- Acquire the competences needed for your different roles (e.g. PEP program)
- Transfer skills from one area to the other
- Find synergies between roles e.g. with research-based learning/ teaching
- Gain teaching experience
- Talk about your teaching with others just as about your research (colleagues, supervisor, ...)

# How to juggle research and teaching roles?

- Find places that value teaching and make use of them (e.g. Center for Teaching and Learning)
- Join communities of practice (e.g. Mittelbau, teaching certificate)
- Be aware of your professional roles and use them as a cognitive framework
- Frequent shifts between roles cost cognitive resources: schedule extra time for teaching-related activities
- Reflect on the priorities conveyed by your work group/ department and prioritise roles according to your own values and goals



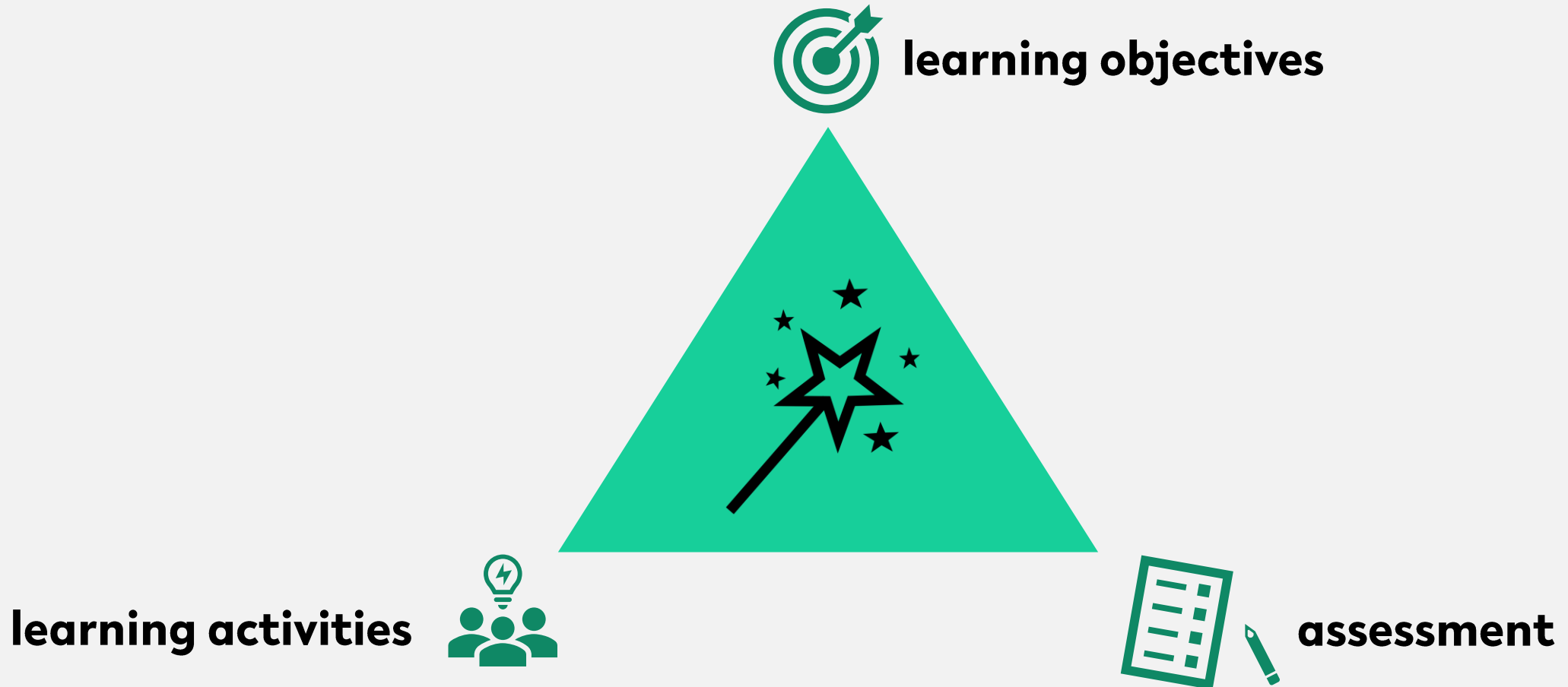
# Neighbour chat

Talk to your neighbour about your own experience:

- How important is teaching compared to research in your area?
- Which kind of support do you get for research and for teaching, respectively?



# Basic principles of teaching



# Basic principles of teaching



# Basic principles of teaching



living statistic

think-pair-share

role play

mind map

1-minute paper

self tests

problem-based learning

„Blitzlicht“ (flash method)

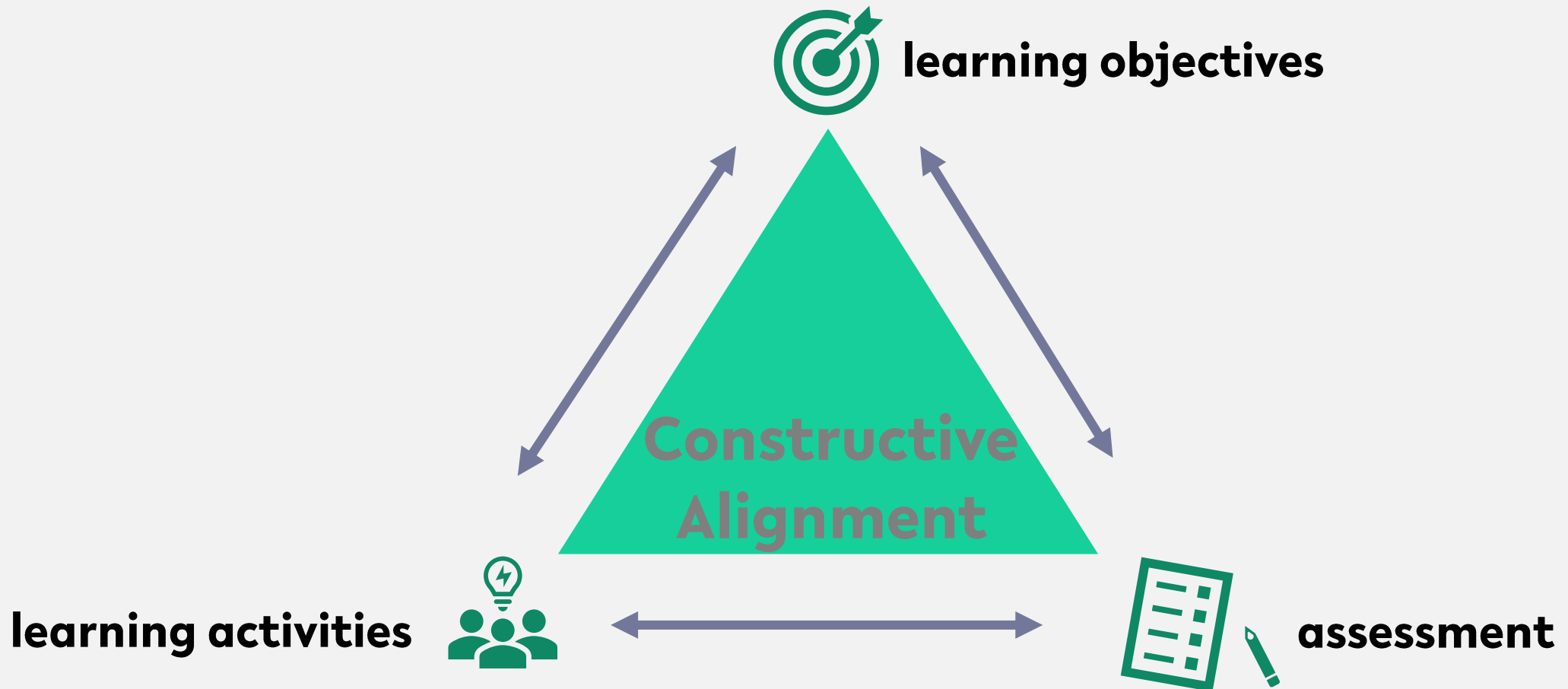
inverted classroom

(fishbowl-)discussion

quiz

**course of semester**

# Basic principles of teaching



# Buzz-ar or „One game changer for my teaching was...”“

- Try to think of a technique that you used in your teaching that resulted in something positive (that you can recommend to other lecturers) and write it down.
- Find a person with a card in another color! Explain your game changer to him\*her and exchange your cards and listen to hers\*his.
- As soon as you hear the buzzer find another person repeat step 2.



# Our offerings of higher education didactics

- Training programs and workshops in PEP-Teaching
- Support on questions of evaluation
- Counselling on all sorts of questions around teaching
- Higher education didactics certificate „Professionelle Lehrkompetenz für die Hochschule“
- Room for exchange and networking of lecturers (e.g., LehrBar)
- And much more...



# Our upcoming events

**09.07.2025**

15:00-16:00 Uhr  
UHG B2-126

**LehrBar** with Dr. Thomas Hoebel und Tobias Dombrowsky on the topic „**Das Seminar als Werkstatt**“ oder: **wie funktioniert die Uni ohne "Unterricht"?**“ ["The seminar as a workshop" – how does university function without traditional teaching?]

**16.07.2025**

16:00-17:30 Uhr  
X-E0-001

**BI.teach.talks** KI in der Lehre richtig einsetzen – Mehr Lernerfolg, weniger Aufwand ["Using AI in Teaching Effectively – More Learning Success, Less Effort"]  
Dr. Marco Stojanovic & Dorian Drost

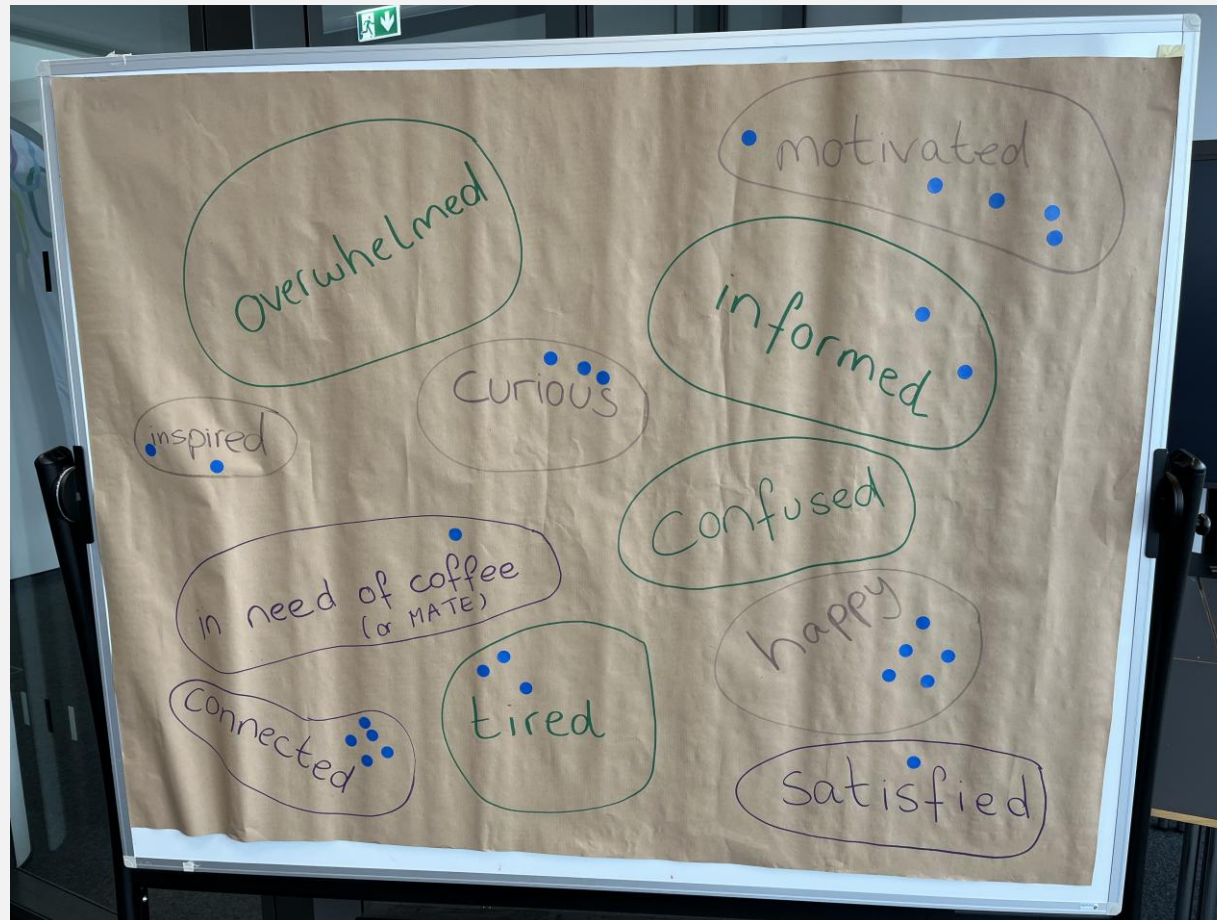


**26.11.2025**

**BI.teach**

day for teaching in the Audimax  
topic: assessment

# How do you feel right now? Choose one word.





# Keep in touch...



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