

Key aspects for the Faculty Learning Communities

Setting

Before the application was submitted, a number of main points for the Faculty Learning Communities were developed with the faculties and the Working Group on Digitization and Teaching. The key aspects represent topics that are particularly relevant for teaching at the Viadrina. They are briefly explained here. It facilitates the composition of the groups, if you indicate in the **outline for your course** to which of the content key aspects your teaching idea fits.

You are also welcome to contribute further topics of your own!

Topic 1 - Design of introductory courses on scientific work and methods.

At all three faculties, teachers at the EUV have the experience of spending a lot of time each semester teaching basic knowledge in a similar way over and over again, which might be better invested in practical application, practice and feedback. Here, incorporating digital elements into concepts of blended learning and flipped classroom could offer great opportunities. Questions in this context could include how self-directed learning processes can be supported by digitization in the introductory phase of studies; what the proportion of self-learning phases is and how these phases can be supported in a meaningful way and still allow the university socialization by fellow students, which is also so important for the introductory phase of studies, to take place.

Topic 2 - Contact and presence

Studying at a university means more than consuming knowledge, it should promote action skills and personality development. It is to be understood and designed as multi-way communication. This requires personal visibility and tangibility and a benevolent, trusting basic atmosphere. In other words: it needs the presence of teachers and students to create resonance. The guiding ideas for teaching state: "Learning is a social experience. Direct personal communication and presence are essential elements of successful learning." But how can contact and presence be created and maintained in blended learning arrangements or digital settings?

Topic 3 - Sense of responsibility and willingness to take responsibility

In the sense of "Education for Sustainable Development", Viadrina also understands it as the "goal of university teaching to enable students to assume social responsibility and to think and act in a sustainable manner" (Guiding Principles for Teaching, p. 6). Students should therefore be well prepared in their studies to assume responsibility in a reflective manner and with a focus on the common good. In addition to the direct thematization of responsibility, service learning, problem-based learning, or research-based learning, for example, offer concepts that are suitable for allowing students to assume greater personal responsibility for their own learning processes, but also in society. How can such approaches be implemented in digital or hybrid settings or supported by digital arrangements? Since there are many teaching-learning arrangements at the EUV that follow such approaches, this topic is very relevant for profile building.

Topic 4 - Diversity in the context of digitization

The guiding ideas for teaching state: "Viadrina considers diversity of its members as wealth; therefore, it promotes a culture of science and work that respects individuality, gives equal opportunities to all, and supports them in developing their talents and potentials. Acceptance of all its members and a commitment to combating discrimination and racism and promoting equality are inseparable in this regard." (p. 2) Digitization and digital spaces can create opportunities here, considering, for example, the fundamental question of one's identity in terms of the dichotomy of "How do I want to be perceived?" and "How am I perceived?" Thus, they could enable learners to act and be perceived in teaching-learning contexts regardless of physical or mental impairments. This is shown by initial experiences with the use of the virtual campus "Lernspace 3D", in which teachers and students participate in selected courses as avatars. On the other hand, however, there is also a risk that digitalization will make it more difficult for students to participate, e.g., due to a lack of access or barriers in learning platforms and materials. The aim of these Faculty Learning Communities is to further develop teaching and learning concepts that understand digitization as an opportunity for greater diversity orientation.