

ANNOUNCEMENT



# TEACHING AWARD

With the Teaching Award, the BTU honors modules and module teams who show particular commitment to **teaching-and-learning-processes and -environments to make studies more flexible in a diversity-sensitive way** and thus create didactically sound innovative and forward-looking opportunities for the students to acquire competencies.

## Nomination

Students and lecturers of the BTU both as individuals and as student body or rather study- or teaching-committees of the faculties are entitled to nominate candidates.

Nomination period has been extended and ends on **03 Dec 2023**

Modules from the **winter semester 2022/23** or **summer semester 2023** can be nominated. Single courses cannot be nominated, nor can lecturers without naming a specific module. Moreover, all members of the current Teaching Award jury are excluded from self-application.

**The Teaching Award is endowed with 5,000 €.**

## Documents to be submitted

In addition to information on the module and module teams, the proposals must be accompanied by an informative rationale.

- Module name,
- Name of the lecturer/s,
- Semester in which the module was (last) held,
- Module description and
- Informative rationale: What is special about this module? Why does the module deserve the BTU's Teaching Award? (see the criteria below).

Please submit the proposals via the [completed formular](#) (to be found on the [Teaching Award Website](#)) to the Department of Teaching and Learning, Unit Study Programme Development and Quality Management by e-mail [lehrpreise@b-tu.de](mailto:lehrpreise@b-tu.de).

## Selection Process

After receiving the proposals, the jury (consisting of the Vice President for Academic Affairs, lecturers and students) selects a maximum of ten modules, taking into account the formal and qualitative criteria; these modules move on to the next selection round.

The selected module teams will be invited to present and elucidate their concept for the nominated module to the Teaching Award jury at a public university presentation event. This event is expected to take place at the beginning of February 2024.

Following this, at the final selection meeting the jury will select the winning module from the modules presented.

## Criteria

In addition to the formal criteria (see above: Nomination and Documents to be submitted), the following qualitative criteria are of particular importance in the judgment by the jury:

The module addresses the **heterogeneity of the student body** with regard to different educational backgrounds and learning cultures, different levels of knowledge and competence, as well as heterogeneous living and study conditions. The module is characterized in particular by a **flexible and diversity-sensitive learning environment** with a didactically justified combination of synchronous and asynchronous teaching-learning units and is precisely integrated into the study programme concept, in particular:

- The living environment of students with the combination of phases of studying, working, as well as family care and/or caring for relatives is becoming increasingly heterogeneous: In the module, possibilities are used to make the **acquisition of competencies more flexible organizationally and to strengthen the autonomy of the students**, in particular by taking into account concepts of blended learning and hybrid learning arrangements, e. g.:
  - **Learning situations** were designed in the combination of synchronous and asynchronous learning phases, e. g. by designing self-learning/reflection phases
  - **Learning environments** were deliberately designed in order to translate the complexity resulting from the diversity of media in combination with the diversity of didactic aspects into manageable structures for the learners
  - through the **use of learning materials** that stimulate cognitive and motivational/emotional processes in the online learning phase
  - Attention was paid to **regular feedback and feedback on learning success** in both the face-to-face and online learning phases.
- The diversity of BTU students creates different prerequisites for access to the content of the study programme: In the module, the lecturer therefore creates opportunities to make the **acquisition of competencies more flexible in terms of content and to promote the individual strengths and needs of the students**. The following were used, for example,
  - **alternatives in terms of content** – the module adapts the course content (focus, electives) to the needs of the students
  - **adaptable tasks and methods** – case management, technical questions, individual or group tasks – for targeted support for different types of study and learning
  - **alternating media** – images, video and/or audio recordings, animations, texts – for the targeted accompaniment of different types of study and learning

In addition to that,

- **gender and diversity aspects** as well as **accessibility of the studies offered** are taken into account (e. g. with regard to language use, pictorial design, choice of case studies, choice of question types).

**The BTU's Teaching Award is intended to make visible and appreciate what has been created, and serve as an inspiration and best-practice-template for other modules.**

You can also find all the information on the [Teaching Award Website](#).