



LEARN-Workshops im Sommersemester 2026 Terminüberblick:

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Certificate for Teaching and Learning – Essentials for Teaching (“HDZ-Basismodul”)

- **Kickoff-Workshop: Basics of Course Design** | Josef Weißenböck | 7 + 4 AE
04.03. 2026, 10:00 - 17:00, on-site session
- **Theory and Practice of Higher Education Didactics** | Lisa David | 4 + 1 AE
17.03.2026, 09:00 - 12:30, on-site session
- **Blended Learning** | Christina Egger | 4 + 2 AE
23.04.2026, 09:00 - 12:30, online
- **Course-Evaluation & Feedback** | Josef Weißenböck & Wolfgang Damoser | 4 + 4 AE
29.04.2026, 09:30 - 13:00, on-site session
- **Actively Engage Students in Your Course: Methods for Student Activation** | Elisabeth Weber | 6 + 2 AE
07.05.2026, 09:00 - 13:30, on-site session
- **Guidance: A Coaching Approach** | Anna-Katharina Scholz | 4 + 2 AE
12.05.2026, 09:00 - 12:30, online
- **Assessment Basics** | Christina Egger | 5 + 3 AE
13.05.2026, 09:00 - 13:00, on-site session
- **Communication for Teaching in Higher Education** | Lisa David | 3 + 4 AE
02.06.2026, 09:00 - 11:30, online
- **Heterogeneity-sensitive Training** | Christina Anderer | 4 + 2 AE
03.06.2026, 09:30 - 13:00, on-site session
- **Future Skills** | Christina Tanzer | 4 + 2 AE
10.06.2026, 09:00 - 13:00, on-site session
- **Transfer Groups:**
14.04.2026, 08:30 - 10:00 | Lisa David
05.05.2026, 16:00 - 17:30 | Josef Weißenböck
18.06.2026, 16:00 - 17:30 | Christina Egger

Certificate for Teaching and Learning – Reflective Teaching Practice ("HDZ-Vertiefungsmodul")

- **Exchange and Support Groups:** on Campus & online
23.02.2026, 16:00 - 17:30
26.03.2026, 08:30 – 10:00
06.05.2026, 16:00 - 17:30 (Focus: Supervision of Academic Theses)
01.06.2026, 16:00 - 17:30

Certificate for Teaching and Learning – Teaching Science Module

- **Kickoff-Workshop** | Christina Anderer | 3 + 1 AE
09.04.2026, 09:30 - 12:00, on-site session
- **Basics of Science Didactics** | Christina Anderer | 5 + 9 AE
16.04.2026, 09:00 - 13:15, Online
- **Promoting Scientific Habitus in Students** | Lisa David | 3 + 1 AE
21.05.2026, 13:00 - 15:30, on-site session

Elective Courses

- **eCampus-Basics** | Stefan Killian | 3 + 2 AE
25.03.2026, 09:30 - 12:00, Präsenz
- **Forschendes Lernen** | Jennifer Preiß | 6 + 2 AE
15.04.2026, 09:00 - 12:00, synchron online + asynchrone Transferaufgabe
29.04.2026, 09:00 – 12:00, synchron online
- **eCampus-Advanced** | Stefan Killian & Christina Egger | 3 + 2 AE
28.04.2026, 14:00 - 16:30, online
- **Effective Presentation in Class – a Rhetorics and Presentation Workshop for University Teachers** | Lothar Tschapka | 7 + 2 AE
06.05.2026, 09:30 - 17:00, on-site session
- **Applied Ethics** | Wolfgang Damoser | 4 + 2 AE
18.05.2026 13:00 - 16:30, on-site session
- **Schwierige Situationen in der Lehre meistern** | Samuel Kübler | 8 + 2 AE
27.05.2026, 09:30 - 16:30, Präsenz
- **H5P – Interactive Learning Content for Teaching** | Christina Egger | 2 + 2 AE
28.05.2026, 09:00 - 10:30, Online

Kickoff-Workshop Essentials for Teaching: Basics of Higher Education Didactics

(7 + 4 AE)

Date:

- 4 March 2026, 10:00 - 17:00, on-site session, SR B.1.05
- Transfer task via eCampus

Learning Outcomes:

The participants are able to

- use didactic criteria as the basis for planning and designing courses that are varied and promote learning.
- apply methods of didactic reduction in planning and designing their courses.
- integrate dialogue-promoting feedback methods into their courses.
- create examination methods that fit their formulated learning outcomes.

Contents:

- The shift from teaching to learning and its consequences for planning and designing courses
- Constructive alignment as the fundamental structure of didactical planning
- Tried-and-tested methods for the different phases of courses
- Methods of didactic reduction
- Feedback methods that promote dialogue
- Competence-oriented exams

Methods:

- Short theoretical inputs
- Practical experimenting with selected methods
- Discussion & exchange of experiences
- Provision of helpful additional materials

Workshop leader:

- Mag. Dr. Josef Weißenböck
Section Head Higher Education Didactics, USTP service LEARN

Theory and Practice of Higher Education Didactics

(4 + 1 AE)

Date:

- 17 March 2026, 9:00 - 12:30, on-site session, SR B.1.06
- Transfer task on the eCampus

Learning Outcomes:

The participants are able to...

- name different disciplines related to higher education didactics and delineate their respective functions.
- identify the main features of different teaching/learning theories and recognise their relevance for their own teaching contexts.
- understand the Bologna process and its original ideas and establish a reference to current structures at the USTP.

Contents:

- Disciplines related to higher education didactics
- Fundamental theories (teaching/learning research)
- Bologna and the fundamentals of our higher education system

Methods:

- Short impulses
- Panel discussions
- Individual and group work

Workshop leader:

- Dr. Lisa David
Head of USTP Service LEARN, education researcher, expert in higher education didactics and counselling
Focus areas: teaching/learning research, didactic reflection, digital teaching/learning resources

Blended Learning

(4 + 2 AE)

Date:

- April 23, 2026, 09:00 - 12:30, online
- Asynchronous task, eCampus

Learning Outcomes:

At the end of this workshop participants can...

- explain the terms established at USTP for technology-enhanced and digitally supported teaching and learning.
- explain the term blended learning and differentiate it from related terms.
- formulate criteria on how face-to-face and online phases as well as synchronous and asynchronous phases of a course can be integrated in a way that promotes learning as much as possible.
- present examples of successful blended learning concepts.
- integrate didactically meaningful blended learning approaches into their own teaching.

Contents:

- What terms are commonly used at USTP for technology-enhanced and digitally supported teaching and learning and how are they defined?
- What is blended learning?
- What is the best way to combine face-to-face and online phases as well as synchronous and asynchronous phases of a course?
- What roles do the eCampus and MS Teams play in blended learning concepts at USTP?
- What other digital tools can be used in blended learning courses and for what purpose?

Methods:

- Short lectures
- Individual reflections
- Group reflections
- Group discussions

Workshop leader:

- Christina Egger, BEd Med
Higher Education Didactics Expert, USTP Service LEARN

Course Evaluation and Feedback

(4 + 4 AE)

Date:

- 29 April 2026, 09:30 - 13:00, on-site session, SR B.1.06
- Asynchronous task with individual feedback

Learning Outcomes:

The participants are able to...

- name key criteria of a positive feedback culture.
- describe the course evaluation model used at the USTP and use it for assuring their courses' quality in the best way possible.
- on top of this, integrate tried-and-tested feedback methods into their course where applicable.
- name criteria for constructive feedback in the context of student work/performances and use them in their courses.

Contents:

- What is a "positive feedback culture"?
- What is the relevance of feedback in the teaching/learning process?
- What is the difference between summative & formative evaluation?
- How does the course evaluation model at the USTP work?
- Which tried-and-tested feedback methods can be used in courses?
- How can teachers give students feedback that is as constructive and helpful as possible?

Methods:

- Short theoretical inputs
- Practical exercises in the group
- Discussion & exchange of experiences

Workshop leader:

- Mag. Dr. Josef Weißenböck
Section Head Higher Education Didactics, USTP Service LEARN
- Wolfgang Damoser, BA, BA, MA
Expert Higher Education Didactics, USTP Service LEARN

Actively Engage Students in Your Course:

Methods for Student Activation

(6 + 2 AE)

Would you like your students to be more involved, motivated, and alert during class? This blended workshop gives you a practical toolbox for creating learning moments that truly engage your students without requiring extensive preparation time. Through a combination of short videos, reflection tasks, and an interactive in-person session, you'll explore how to design motivating learning experiences, structure active phases in your teaching, and apply easy-to-use activation techniques that work both online and in the classroom.

You'll leave with concrete strategies, ready-to-use ideas, and renewed inspiration for your next course.

Date:

- Asynchronous online phase: 1 April 2026 - 30 June 2026
- On-site workshop: 7 May 2026, 09:00 - 12:45, SR B.2.05

Learning Outcomes:

By the end of the course, participants can ...

- Articulate the key didactic and motivational principles underlying student activation and explain their relevance for effective higher education teaching,
- Design learning activities and course structures that foster engagement and active participation,
- Apply a range of easy-to-implement activation methods in their own teaching practice with confidence,
- Reflect on their personal teaching approach and identify opportunities for further development.

Contents:

- What makes student activation effective, and why does it matter for high quality instruction and sustainable learning?
- How can we spark curiosity, sustain attention, and support deeper understanding?
- What short, low-threshold activities exist, and how can they be integrated into participants' own teaching contexts?

Methods:

- Self-paced video learning and guided reflection (asynchronous phase)
- Interactive group activities and discussions
- Concise theoretical input
- Hands-on experimentation with activation methods during the in-person session.

Workshop leader:

- MMag. Dr. Elisabeth Weber
Dr. Elisabeth Weber is an award-winning higher-education didactics expert and lecturer with more than 25 years of teaching experience. She supports universities and academic staff in designing motivating and effective learning environments.

Guidance: a Coaching Approach

(4 + 2 AE)

Date:

- 12 May 2026, 09:00 - 12:30 online via Zoom
- Asynchronous transfer task to be completed after the workshop

Learning Outcomes:

- Participants reflect on the ongoing shift in the role of university instructors and the underlying conditions driving this transformation.
- Participants are familiar with both the elements of a coaching mindset and the “shift from teaching to learning” and can compare them both.
- Participants work on practice-based case examples.

Contents:

- Current conditions and challenges in higher education
- The shift from teaching to learning
- Clarifying and reflecting on the role of university educators
- Core models and concepts underlying a coaching mindset (e.g. Socratic dialogue, constructivism, systemic thinking)
- Core skills of a coaching mindset: active listening and systemic questioning techniques
- Practice-based case examples

Methods:

- Preparatory material before the workshop
- Facilitated interactive discussion
- Individual, pair, and group work

Workshop leader:

- Anna-Katharina Scholz, M.A.
Hochschuldidaktikerin, Kompetenzzentrum Lehre, FAU Erlangen-Nürnberg

Assessment Basics

(5 + 3 AE)

Date:

- May 13, 2026, 09:00 - 13:00, on-site session, SR B.1.12
- Asynchronous task with individual feedback

Learning Outcomes:

The participants can...

- differentiate between different forms of assessment and discuss the advantages and disadvantages of each.
- adapt the form of assessment to the respective learning outcomes.
- design competency-based assessments.
- name criteria for fair and differentiated assessment.
- develop and apply strategies to reduce test anxiety.

Contents:

- Assessment formats
- Coordinate assessment formats and learning objectives: Which assessment format is suitable for which learning objective?
- Competency-based design of assessments
- Fair and differentiated assessment
- Dealing with exam anxiety

Methods:

- Short lecture
- Individual reflections
- Group reflections
- Group discussions

Workshop leader:

- Christina Egger, BEd Med
Higher Education Didactics Expert, USTP Service LEARN

Communication for Teaching in Higher Education

(3 + 4 AE)

Date:

- 2 June 2026, 09:00 - 11:30, online via MS Teams
- Asynchronous preparatory task via eCampus

Learning Outcomes:

- Participants will be able to:
- Explain key communication models (e.g., Schulz von Thun, iceberg model, nonviolent communication) and compare their applications in teaching.
- Apply basic conversation techniques (e.g., active listening, questioning strategies, feedback) in various teaching and advising contexts.
- Design communication processes in teaching according to specific needs and select appropriate communication channels.
- Analyze communicative challenges and disruptions in both in-person and online settings and choose suitable strategies.
- Reflect on their own communication stance in teaching contexts and derive approaches for further development.

Content:

- Fundamentals of communication in higher education teaching
- Designing communication processes in teaching (1:1 settings, in-person, and digital environments)
- Communication models and conversation techniques
- Managing communicative challenges and disruptions in teaching
- Self-reflection on personal communication practices and attitudes

Methods:

- Theoretical input
- Practical exercises
- Self-reflection
- Discussion and exchange of experiences

Workshop leader:

- Dr. Lisa David
Head of USTP Service LEARN, education researcher, expert in higher education didactics and counselling
Focus areas: teaching/learning research, didactic reflection, digital teaching/learning resources

Heterogeneity-Sensitive Teaching

(4 + 2 AE)

Date:

- 3 June 2026, 09:30 - 13:00, on-site session, SR A.3.06
- Asynchronous task with individual feedback

Learning Outcomes:

The participants are able to...

- recognise and describe different facets of student heterogeneity.
- discuss diversity as a resource in teaching.
- formulate guidelines for heterogeneity-sensitive teaching and integrate them into their own course planning.
- design learning activities that are inclusive and sensitive towards differences.

Contents:

- Discussion of student diversity
- Heterogeneity as a resource and opportunity in teaching
- Basic principles of heterogeneity-sensitive teaching
- Reflection on one's own teaching in terms of inclusion
- Concrete guidelines and examples for further developing one's own courses

Methods:

- Short inputs
- Individual reflection
- Reflection in the group
- Panel discussion

Workshop leader:

- Dr. Christina Anderer
Expert Higher Education Didactics, USTP Service LEARN, social scientist

Integrating Future Skills into Course Concepts

(4 + 2 AE)

Date:

- 10 June 2026, 09:00 - 13:00, on-site session, SR B.1.19

Learning Outcomes:

In this interactive course, the participants learn how to expand their course contents – both existing and planned – to include Future Skills in a well-founded, education-, and competence-theoretical manner, thus preparing their students better for the challenges of the future.

The participants are able to...

- make use of “emergence” to identify Future Skills that are relevant for their own subject as well as interdisciplinary Future Skills.
- development an awareness for the fact that the integration of Future Skills into a course has fundamental implications for the teaching and learning arrangement. They are also able to adapt their course(s) to this fact.
- didactically embed and teach future-relevant competencies.

Contents:

- Drivers of Change
- New competence and qualification requirements in the working world of the future
- Future Skills for solving challenges of our society
- Frameworks for the meaningful integration of Future Skills into courses in the light of Constructive Alignment
- Teaching of Future Skills while taking students' individual learning paths into account

Methods:

- Interactive training of the skills of identifying Future Skills relevant for one's own course and adjusting it to individual learning paths
- Guided development of Future Skills scenarios for existing or planned courses in small groups and presentation of results in plenary

Workshop leader:

- Mag. Christina Tanzer, MLS
Section Head UAS-wide Offers for, USTP Service LEARN,

Kick-Off Workshop “Teaching Science”

(3 + 1 AE)

Date:

- 9 April 2026, 09:30 - 12:00, on-site session, SR B.1.13

Learning Outcomes:

The participants ...

- are familiar with the structure and content of the “Teaching Science” module and the requirements for its successful completion.
- are able to formulate their individual expectations and needs regarding the module and the workshops.
- are able to discuss the specific role and significance of science and research at a university of applied sciences.
- are aware of the relevance of didactical methods for conveying scientific content and integrating it into teaching.

Contents:

- Introduction to the “Teaching Science” module in terms of content and administrative matters
- Science and research at a university of applied science
- Overview of science didactics

Methods:

- Short inputs
- Panel discussions
- Group networking

Workshop leader:

- Dr. Christina Anderer
Expert Higher Education Didactics, USTP Service LEARN, social scientist

Basics of Science Didactics

(5 + 9 AE)

Date:

- 16 April 2026, 09:00 - 13:15, online,
- 14 AE (5 AE synchronous session & 9 AE asynchronous tasks)

Learning Outcomes:

After the workshop, participants...

- are familiar with fundamental concepts and theories of science didactics.
- are able to apply different didactical methods and tools in their teaching in order to effectively communicate scientific content.
- are able to integrate scientific concepts and research results into their courses and make them comprehensible and applicable for students.

Contents:

- Fundamentals of science didactics
- Methods for conveying scientific content
- Interdisciplinary exchange

Methods:

- Short inputs
- Panel discussions
- Individual and group reflection
- Preparatory and transfer tasks

Workshop leader:

- Dr. Christina Anderer
Expert Higher Education Didactics, USTP Service LEARN, social scientist

Promoting Scientific Habitus in Students

(3 + 1 AE)

Date:

- 21 May 2026, 13:00 - 15:30, on-site session, SR B.1.18
- Asynchronous transfer task

Learning Outcomes:

The participants are able to...

- differentiate between science and research on the one hand and non-science and experience on the other, and to use this distinction for their own teaching.
- identify elements of a scientific habitus.
- exchange ideas in order to promote these elements through their own teaching.

Contents:

- Elements of scientific habitus
- Scientific thinking and action as fundamental competencies of higher education graduates and their meaning for everyday life and profession
- Knowledge, science, scientific approach
- Concrete implementation in one's own teaching

Methods:

- Short impulses
- Discussion
- Transfer task

Workshop leader:

- Dr. Lisa David
Head of USTP Service LEARN, education researcher, expert in higher education didactics and counselling
Focus areas: teaching/learning research, didactic reflection, digital teaching/learning resources

eCampus-Nutzung in der Lehre – Basics

(3 + 2 AE)

Termin:

- 25. März 2026, 09:30 - 12:00, in Präsenz, SR A.2.08
- Asynchrone Transferaufgabe im eCampus

Ziel:

Die Teilnehmer*innen können...

- auf die eigenen Bedürfnisse abgestimmte, passend gegliederte und visuell ansprechende Kurse gestalten.
- Unterrichtsmaterialien zur Verfügung stellen, Aufgaben/Abgaben konfigurieren und Feedback geben.
- die Anwesenheit digital abfragen.
- den eCampus zur effektiven Kommunikation mit Studierenden nutzen.

Inhalte:

- Navigation am eCampus (z.B. Filtern, Kalender, Fortschrittsbalken, Wo finde ich...?!)
- Aufbereitung/Gliederung eines eCampus Kurses (z.B. Abschnitte, Text- und Medienfelder, Kursformate, Gruppen)
- Kommunikation via Kursforen
- Anwesenheit abfragen (mit Hilfe eines live QR-Codes)
- Materialien hinzufügen (z.B. Ordner, PDF, URL, Video- & Bilddateien)
- Abgaben/Aufgaben konfigurieren (Abschlussverfolgung, Feedback, Gruppenabgabe)

Methoden:

- Präsentation, Demonstration, Q&A-Session

Workshopleitung:

- Dipl.-Ing. Stefan Killian, BSc
Junior Researcher Forschungsgruppe Digital Technologies und
Technische Weiterentwicklung E-Learning-System im USTP Service LEARN

Forschendes Lernen

(6 + 2 AE)

Termine:

- 15. April 2026, 09:00 - 12:00 synchron online + asynchrone Transferaufgabe +
- 29. April 2026, 09:00 - 12:00 synchron online

Ziel:

Die Teilnehmenden können ...

- das Prinzip des forschenden Lernens erklären und das Spektrum von forschungsorientierter Lehre zum forschenden Lernen beschreiben.
- Klassische Herausforderungen von forschendem Lernen benennen und Umgangsstrategien entwickeln.
- Den Forschungszyklus erklären und Möglichkeiten des Einsatzes ausgewählter KI-Tools in diesem benennen.

Inhalte:

- Definition und Basiskenntnisse zum forschenden Lernen
- Anlaufstellen für Informationen über das forschende Lernen
- Grundlegendes Wissen über KI beim wissenschaftlichen Arbeiten
- Erarbeiten von Umsatzmöglichkeiten des forschenden Lernens in eigener Lehre

Methoden:

- Kurze Theorieinputs
- Diskussion & Erfahrungsaustausch
- Bereitstellen hilfreicher weiterführender Materialien

Workshopleitung:

- Jennifer Preiß
Wissenschaftliche Mitarbeiterin Universität Hamburg

eCampus-Nutzung in der Lehre – Advanced

(3 + 2 AE)

Termin:

- 28. April 2026, 14:00 - 16:30, online in MS Teams
- Asynchrone Transferaufgabe im eCampus

Ziel:

Die Teilnehmer*innen können...

- Prüfungen und Tests am eCampus erstellen.
- Bewertungsraster/Rubriken am eCampus erstellen und bei der Bewertung einsetzen.
- Peer Feedback anhand der Moodle-Aktivität „Gegenseitige Beurteilung“ durchführen.
- H5P-Elemente erstellen und diese sinnvoll in der Lehre einsetzen.

Inhalte:

- Prüfungen & Tests am eCampus erstellen (z.B. Fragenkatalog, Fragetypen, Gruppen)
- Bewertungsmöglichkeiten am eCampus (z.B. Rubriks/Bewertungsraster)
- Moodle-Aktivität: „Gegenseitige Beurteilung“ (Peer Feedback)
- H5P-Elemente erstellen und beurteilen (z.B. Inhaltsspeicher nutzen, Lumi)

Methoden:

- Präsentation, Demonstration, Q&A-Session

Workshopleitung:

- Dipl.-Ing. Stefan Killian, BSc
Junior Researcher Forschungsgruppe Digital Technologies und
Technische Weiterentwicklung E-Learning-System im USTP Service LEARN
- Christina Egger, BEd MEd
Expertin Hochschullehre, USTP Service LEARN

Effective Presentation in Class: A Rhetorics and Presentation Workshop for University Teachers

(7 + 2 AE)

Date:

- 6 May 2026, 09.30 - 17.00, on-site session, SR A.3.10

Learning Outcome:

- To deliver lively and effective classes, lectures and presentations

Content:

- Preparing and delivering lectures, presentations and teaching or training units
- Using visual aids, body language and elocution
- Processing information;
- Addressing the audience;
- Dealing with disruptions
- Responding to questions and statements;
- Dealing with tricky questions and/or critique

Methods:

- Brainstorming; theory input; discussion; exchange of experience; best-practice examples; exercises; scenarios; simulation; peer and trainer feedback; individual analysis; reflections

Workshop leader:

- Mag. Lothar Tschapka
Speech, rhetorics and communication skills trainer, university lecturer (University of Vienna)

The Moral Classroom:

Ethics as a reflective Lens for Teaching

(4 + 2 AE)

This workshop is designed for educators from all disciplines, with or without prior experience in ethics or philosophy. It offers an accessible overview of key ethical principles, encourages reflection on personal values, and equips participants to facilitate ethical reasoning in their fields.

Date:

- 18 May 2026, 13:00 - 16:30 on site, SR B.1.06
- Asynchronous preparation task

Learning Outcomes:

Participants will be able to...

- ... recognize and explain fundamental ethical principles and their significance for applied ethics.
- ...reflect on the ethical principles and values that shape their own discipline and teaching practice.
- ... develop strategies for integrating ethical reflection into their own teaching.

Content:

- Ethics as a philosophical discipline: terminology and concepts
- Overview of fundamental ethical principles and theories (e.g., utilitarianism, deontology, virtue ethics)
- Applied ethics and its methodology (top-down vs. bottom-up).
- Exemplary case studies for applying ethical reasoning in different fields

Methods:

- Individual reflection
- Short theory presentations
- Practical exercises and group work

Workshop leader:

- Wolfgang Damoser, BA, BA, MA
Expert Higher Education Didactics, USTP Service LEARN

Kommunikationstraining:

Herausfordernde Gespräche in der Lehre meistern!

(8 + 2 AE)

Termin:

- 27. Mai 2026, 09:30 - 16:30 Uhr in Präsenz, SR B.1.19

Ziele:

- Gespräche sicher und lösungsorientiert führen
- die Studierenden in ihrer Selbstverantwortung fördern
- Umgang mit Widerstand im persönlichen Gespräch
- bewusstes Einsetzen von Frage- & Gesprächstechniken
- erhöhtes Bewusstsein bezüglich Selbst- und Fremdwahrnehmung

Inhalte:

- kommunikative Grundhaltungen
- wirkungsvolle Gesprächstechniken
- nonverbale Kommunikation
- effektivem Feedback
- Deeskalation in herausfordernden Situationen

Methoden:

- kurze Theorie-Inputs
- praktische Übungen in Kleingruppen und im Plenum
- Reflexion
- Simulation von Real-Case Szenarien

Workshopleitung:

- Samuel Kübler
Trainer und Coach für Kommunikation und diplomierter Schauspieler. Seine Spezialität sind empathische Kommunikation, Leadership und Auftrittskompetenz. Er unterstützt Unternehmen in der Privatwirtschaft, im Gesundheits- und im Bildungswesen. www.samuelkuebler.ch

H5P – Interactive Learning Content for Teaching

(2 + 2 AE)

Date:

- May 28, 2026, 09:00 - 10:30, online
- Asynchronous task with individual feedback

Learning Outcomes:

The participants can...

- explain what H5P is and how it can be used to create interactive learning content.
- embed H5P activities into their Moodle courses.
- design simple H5P activities tailored to their own teaching context.
- reflect on the didactic value of interactivity in digital learning environments.

Contents:

- Overview of H5P content types (e.g., interactive video, quizzes, drag & drop, course presentation).
- How to create and edit H5P content on Moodle and Lumi
- Integration of H5P into Moodle
- Didactic considerations for using interactive content effectively

Methods:

- Short lecture
- Hands-on exploration of H5P tools
- Individual reflection
- Group discussion

Workshop leader:

- Christina Egger, BEd Med
Higher Education Didactics Expert, USTP Service LEARN