



LEARN-Workshops im Sommersemester 2027 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 04.03.2027, 10:00 - 17:00, on-site session
- **Theory and Practice of Higher Education Didactics** | Lisa David | 4 + 1 AE 10.03.2027, 09:00 - 12:30, on-site session
- **Communication for Teaching in Higher Education** | Wolfgang Damoser | 3 + 4 AE 31.03.2027, 13:00 - 15:30, online
- **Assessment Basics** | Christina Egger | 5 + 3 AE 01.04.2027, 09:00 - 13:00, on-site session
- **Introduction to the Bologna-Process** | Leopold Kögler-Vencour | 3 + 2 AE 13.04.2027, 09:30 - 12:00, on-site session
- **Blended Learning** | Christina Egger | 4 + 2 AE 04.05.2027, 09:00 - 12:30, online
- **Actively Engage Students in Your Course: Methods for Student Activation** | Elisabeth Weber | 6 + 2 AE, 11.05.2027, 09:00 - 12:45, on-site session
- **Course-Evaluation & Feedback** | Wolfgang Damoser | 4 + 4 AE 20.05.2027, 12:30 - 15:30, on-site session
- **Guidance: A Coaching Approach** | Josef Weißenböck | 4 + 2 AE 26.05.2027, 09:30 - 12:30, on-site session
- **Heterogeneity-sensitive Teaching** | Christina Anderer | 4 + 2 AE 01.06.2027, 09:30 - 13:00, on-site session
- **Future Skills** | Christina Tanzer | 4 + 2 AE 09.06.2027, 09:00 - 13:00, on-site session
- **Transfer Groups:**
 - 06.04.2027, 16:00 - 17:30 | Josef Weißenböck
 - 28.04.2027, 15:00 - 16:30 | Wolfgang Damoser
 - 18.05.2027, 16:00 - 17:30 | Christina Egger
 - 15.06.2027, 15:00 - 16:30 | Josef Weißenböck

Certificate for Teaching and Learning – Module: Teaching Science

- **Kickoff-Workshop** | Christina Anderer | 2 + 1 AE
16.03.2027, 10:00 - 11:30, hybrid
- **Basics of Science Didactics** | Christina Anderer | 4 + 5 AE
06.04.2027, 09:00 - 12:15, Online
- **Promoting Scientific Habitus** | Christina Anderer | 3 + 1 AE
20.04.2027, 13:30 - 16:00, on-site session
- **AI in Teaching and Research** | Christina Anderer | 7 + 2 AE
12.05.2027, 14:30 - 16:00, on-site session
- **Exchange Groups:** hybrid
31.03.2027, 16:00 - 17:30 | Christina Anderer
28.04.2027, 15:00 - 16:30 | Christina Anderer
25.05.2027, 09:00 - 10:30 | Lisa David
22.06.2027, 09:30 - 11:00 | Christina Anderer

Elective Courses

- **Umgang mit Studierenden mit psychischen Belastungen** | Jörg Wolstein | 4 + 1 AE
10.03.2027, 08:30 - 12:00, Online
- **eCampus-Basics** | Stefan Killian | 3 + 2 AE
25.03.2027, 09:30 - 12:00, Präsenz
- **eCampus-Advanced** | Stefan Killian | 3 + 2 AE
14.04.2027, 14:00 - 16:30, online
- **Wellbeing-Strategien für Hochschullehrende** | Julia Aigner | 3 + 1 AE
27.04.2027, 09:00 - 12:00, Online
- **Flow-Konzept für die Lehre nutzen** | Sarah Feierabend | 4 + 2 AE
30.04.2027, 13:00 - 16:00, Präsenz
- **Kritisches Denken mit generativer KI fördern** | Dirk Jahn | 5 + 2 AE
13.05.2027, 09:00 - 13:30, Online
- **Visualisieren leicht gemacht: Flipcharts & Co.** | Frances Blüml | 6 AE
21.05.2027, 09:00 - 15:00, Präsenz
- **Herausfordernde Gespräche in der Lehre meistern** | Samuel Kübler | 7 + 2 AE
24.05.2027, 09:30 - 16:30, Präsenz

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

(7 + 4 AE)

Date:

- 4 March 2027, 10:00 - 17:00, on-site session, SR B.1.19
- 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:

- 10 March 2027, 9:00 - 12:30, on-site session, SR B.1.19
- 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

Communication for Teaching in Higher Education

(3 + 4 AE)

Date:

- 31 March 2027, 13:00 - 15:30, 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:

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

Assessment Basics

(5 + 3 AE)

Date:

- 1 April, 2027, 09:00 - 13:00, on-site session, SR B.1.19
- 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

Introduction to the Bologna-Process

(3 + 2 AE)

Date:

- 13 April, 2027, 09:30 - 12:00, on-site session, SR B.1.19
- Transfer task on the eCampus with individual feedback

Learning outcomes:

The participants able to...

- name the basic elements of the Bologna Process.
- identify the implementation of the Bologna Process at USTP.
- assess and reflect on their own contribution to the implementation of the Bologna Process.

Contents:

- The Bologna Process and its fundamentals
- Implementation in Austria and at USTP
- Role of lecturers in the Bologna Process

Methods:

- Short impulses
- Discussions & exchange of experiences
- Group work
- Individual reflection

Workshop Instructor:

- Mag. Leopold Kögler-Vencour
Section Head International Relations, USTP

Blended Learning

(4 + 2 AE)

Date:

- 4 May, 2027, 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

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: 11 May 2027, 09:00 - 12:45, SR B.1.19

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.

Course Evaluation and Feedback

(4 + 4 AE)

Date:

- 20 May 2027, 12:30 - 15:30, on-site session, SR B.1.18
- 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:

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

Guidance: a Coaching Approach

(4 + 2 AE)

Date:

- 26 May 2027, 09:30 - 12:30 on-site session, SR B.1.19
- 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:

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

Heterogeneity-Sensitive Teaching

(4 + 2 AE)

Date:

- 1 June 2027, 09:30 - 13:00, on-site session, SR B.1.19
- 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:

- 9 June 2027, 09:00 - 13:00, on-site session, SR B.1.18

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
Section Head UAS-wide Offers for Students, USTP Service LEARN

Kickoff-Workshop: Module “Teaching Science”

(2 + 1 AE)

Date:

- 16 March 2027, 10:00 - 11:30, hybrid: Meeting Room A.1.38
- 1 AE asynchronous task

Learning Outcomes:

Participants will...

- ...be familiar with the structure and content of the advanced module as well as the requirements for successful completion.
- ...be able to articulate their individual expectations and needs regarding the module and its workshops.

Contents:

- Introduction to the content and organizational aspects of the module
- Reflection on individual expectations and goals

Methods:

- Short inputs
- Plenary discussion
- Networking within the group

Workshop leader:

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

Basics of Science Didactics

(4 + 5 AE)

Date:

- 6 April 2027, 09:00 - 12:15, online
- 5 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 – Fostering Scientific Ways of Thinking

(3 + 1 AE)

Date:

- 20 April 2027, 13:30 - 16:00, on-site, SR B.1.19
- Asynchronous transfer task to be completed after the workshop

Goals:

Participants will be able to...

- reflect on what distinguishes scientific ways of knowing from other forms of knowledge and experience
- identify key dispositions associated with a scientific habitus
- reflect on implicit expectations about scientific thinking and behavior in higher education
- develop ideas for how students can practice and develop scientific ways of thinking through teaching and learning activities

Contents:

- Scientific knowledge and other ways of knowing
- Dispositions and practices associated with scientific thinking
- Implicit academic norms and expectations
- Opportunities for fostering a scientific habitus through teaching

Methods:

- Short inputs
- Reflection and discussion
- Applications to participants' own teaching
- Asynchronous transfer task

Workshop leader:

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

Using AI in Teaching and Research: From Exploration to Practice

(7 + 2 AE)

Date:

- Asynchronous preparation and individual practice (7 AE)
- Practice Exchange (2 AE): 12 May 2027, 14:30 - 16:00, on-site SR B 1.19

Goals:

Participants will be able to...

- develop their understanding of the possibilities and limitations of generative AI in teaching based on their individual level of experience
- critically explore potential uses of AI in their own teaching and research practice
- experiment with a self-selected application of AI and reflect on its usefulness, limitations and implications
- exchange experiences, questions and practical approaches with colleagues

Contents:

- Responsible use of AI in teaching and research, including the USTP AI guidelines
- Examples and possible applications of AI in teaching
- Individual exploration of a self-selected use case
- Practice exchange: experiences, challenges, questions and approaches from participants' own contexts

Methods:

- Short inputs
- Reflection and discussion
- Applications to participants' own teaching
- Asynchronous transfer task

Workshop leader:

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

Umgang mit Studierenden mit psychischen Belastungen

(4 + 1 AE)

Termin:

- 10. März 2027, 8:30 bis 12:00 Uhr, Online

Ziele:

- Unsicherheiten im Umgang mit Studierenden mit psychischen Erkrankungen beseitigen
- Rollen der Lehrenden in diesem Kontext klären
- Grundkenntnisse über die Symptome psychischer Krankheiten vermitteln
- Kommunikationsstrategien und einfache Interventionen im Lehr/Lernkontext bereitstellen

Inhalte:

- Grundlagen von Behinderung, Neurodiversität und Nachteilsausgleich
- Rollen und Verantwortlichkeiten von Lehrenden und Unterstützungsangebote für Lehrende im Umgang mit Studierenden mit psychischen Auffälligkeiten
- Kommunikationstechniken im Umgang mit psychisch kranken Studierenden
- Typische psychische Erkrankungen bei Studierenden und deren Symptomatik
- Unterstützungsmöglichkeiten

Methoden:

- kurze Theorie-Inputs
- praktische Übungen in Kleingruppen und im Plenum
- Fallbesprechungen

Workshopleitung:

- Prof. Dr. Jörg Wolstein
Psychiater, Psychotherapeut und Behindertenbeauftragter

eCampus-Nutzung in der Lehre – Basics

(3 + 2 AE)

Termin:

- 25. März 2027, 09:30 - 12:00, in Präsenz, SR B.1.19
- 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

eCampus-Nutzung in der Lehre – Advanced

(3 + 2 AE)

Termin:

- 14. April 2027, 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

Wellbeing-Strategien für Hochschullehrende

(3 + 1 AE)

Termin:

- 27. April 2027, 09:00 - 12:00 Uhr, Online

Ziele:

- das eigene Wohlbefinden reflektieren und bewusst wahrnehmen können
- Strategien zur Förderung des Wohlbefindens kennen und anwenden können
- Zusammenhänge zwischen dem eigenen Wohlbefinden und Einflussfaktoren verstehen und einordnen können
- konstruktiver Umgang mit persönlichen Herausforderungen und Erkennen von Ressourcen im eigenen Umfeld

Inhalte:

- Wohlbefinden als System
- Unterschiedliche Einflussfaktoren für Wohlbefinden, insbesondere für Lehrende
- Strategien zur Förderung des Wohlbefindens

Methoden:

- kurze Theorie-Inputs
- praktische Übungen allein, in Kleingruppen und im Plenum
- Reflexion

Workshopleitung:

- Julia Aigner
Forschungsbereich «Wohlbefinden von Lernenden und Lehrenden», Uni Graz

Flow-Konzept für die Lehre nutzen

(4 + 2 AE)

Termin:

- 30. April 2027, 13:00 - 16:00 Uhr in Präsenz, Se-Raum B.1.19
- Asynchrone Aufgabe mit individuellem Feedback

Ziele:

Die Teilnehmer*innen:

- analysieren Faktoren, die das Flow-Erleben in der Lehre und im eigenen Arbeitsprozess fördern oder hemmen.
- wenden Methoden an, mit denen sie Arbeitsphasen Flow-förderlich gestalten können.
- entwickeln Strategien für den Umgang mit Unterbrechungen und Ablenkungen im Lehr- und Arbeitsalltag.
- reflektieren ihre eigene Lehrpraxis und entwickeln daraus konkrete Umsetzungsmöglichkeiten für ihre Lehre.

Inhalte:

- Grundlagen des Flow-Konzepts: Voraussetzungen und Merkmale für Flow-Erleben.
- Methoden zur Strukturierung und Organisation von Arbeitsphasen, die einen Flow-Zustand begünstigen.
- Entwicklung von Flow-förderlichen Lehrinhalten
- Reflexion der eigene Lehrpraxis

Methoden:

- Kurze (interaktive) Impulse
- Praktisches Ausprobieren ausgewählter Methoden
- Diskussion & kollegialer Erfahrungsaustausch
- Selbstreflexion

Workshopleitung:

- Dr.in Sarah Feierabend
Institut für Bildungsforschung und PädagogInnenbildung, Universität Graz

Kritisches Denken mit generativer KI fördern und einen souveränen Umgang damit kultivieren

(5 + 2 AE)

Termin:

- 13. Mai 2027, 09:00 - 13:30 Uhr online in Zoom
- **Optionaler schriftlicher Transferauftrag:** Planung einer kurzen Lehr-Lern-Sequenz zur Förderung kritischen Denkens unter Einsatz generativer KI.

Ziele:

- Chancen und Risiken des Einsatzes von Generativer KI im Bereich Textproduktion beschreiben können
- Ein Medienkompetenzmodell mit Bezug auf generative KI erklären können
- Vier Ebenen kritischen Denkens skizzieren können
- Didaktische Prinzipien und Methoden zur Förderung kritischen Denkens im Umgang mit und unter Einsatz von generativer KI begründen können
- Eine kurze Lehr-Lern-Sequenz entwerfen können, in der generative KI gezielt zur Förderung kritischen Denkens eingesetzt wird

Inhalte:

- Medienkompetenz im Zeitalter generativer KI
- Funktionsweisen und Eigenlogiken generativer KI (Schwerpunkt: Textproduktion in natürlicher Sprache, Exkurs zu synthetischen Bildern)
- Die vier Ebenen Kritischen Denkens: analytisch, perspektivisch, ethisch und konstruktiv
- Kritisches Denken im Kontext KI
- Didaktische Prinzipien zur Förderung Kritischen Denkens mit KI (Schwerpunkt: Textproduktion in natürlicher Sprache)
- Prompting und Rollengestaltung für Reflexion, Perspektivwechsel, Ideengeneration oder Urteilsbildung
- Entwicklung einer eigenen kurzen Lehr-Lern-Sequenz

Workshopleitung:

- Dr. Dirk Jahn
Trainer und Coach für kritisches Denken und Design based Research <https://www.drdirkjahn.de/>

Visualisieren leicht gemacht: Flipcharts & Co. mit WOW-Effekt

(6 AE)

Termin:

- 21. Mai 2027, 09.00 - 15.00 Uhr in Präsenz, SR B.2.03

Ziele:

- Die Scheu vorm Kritzeln verlieren (Jede*r kann zeichnen!)
- Basics der Visualisierungstechnik kennen und anwenden
- Mit einfachen Mitteln aussagekräftige Flipcharts erstellen
- Einsatzmöglichkeiten für die eigene Lehrpraxis reflektieren

Inhalte:

- visuelles Alphabet anwenden
- Symbole, Figuren und Grafikelemente zeichnen
- Tipps für gut lesbare Schrift und den Einsatz von Farben
- Struktur & Layout, egal ob Groß- und Kleinformat
- eigene Flipcharts gestalten, z.B. für Prozessablauf, Aufgabenstellung, Advance Organizer, Brainstorming
- Anwendungsmöglichkeiten

Methoden:

- kreative Warm-Ups
- angeleitete Übungen zum direkt Mitzeichnen
- Austausch und Reflexion in Kleingruppen und Plenum
- Feedback

Workshopleitung:

- Frances Blüml, M.A.
Expertin für Visualisierung und Visual Facilitation, Trainerin und Moderatorin, langjährige Erfahrung als Projektmanagerin sowie Beraterin für Lehr- und Qualitätsentwicklung im Hochschulbereich, zertifizierte Erwachsenenbildnerin, studierte Kommunikations- und Sozialwissenschaftlerin.

Kommunikationstraining:

Herausfordernde Gespräche in der Lehre meistern!

(7 + 2 AE)

Termin:

- 24. Mai 2027, 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