

Content

Preface	9
<i>Heinz Bachmann</i>	
Introduction and structure of the book	11
Essentials for teachers in higher education.....	11
The book's structure.....	12
A focus on student learning	13
<i>Heinz Bachmann</i>	
1 Higher education teaching redefined – the shift from teaching to learning	15
1.1 Higher education teaching in view of the Bologna Process.....	15
1.2 Performing – learning – teaching.....	17
1.3 On the way to a new teaching-learning culture.....	20
1.4 Student-centred teaching	22
1.5 Employability – competence orientation – learner orientation	24
1.6 Competence-oriented degree programmes.....	24
1.7 Competence – a fuzzy concept.....	27
1.8 Key competences	28
1.9 Competence development	30
1.10 New roles for teachers and students	32
1.11 Summary.....	36
1.12 Literature	38
<i>Heinz Bachmann</i>	
2 Formulating learning outcomes	41
2.1 Learning outcomes contextualised	41
2.2 General considerations regarding the term objective	42
2.3 What are learning outcomes?.....	44
2.4 Learning objective taxonomies.....	45

2.5	Subject-specific learning objectives.....	48
2.6	Transversal learning objectives (key competences).....	49
2.7	Check list for formulating learning outcomes	50
2.8	Examples of learning outcomes.....	53
2.9	Coherence of learning outcomes, teaching methods and forms of assessment.....	54
2.10	Summary.....	55
2.11	Literature	56

Yvo Wüest & Franziska Zellweger

3	Strategies to reduce learning content	57
3.1	Too much content – too little time	57
3.2	Reduction – what is the teacher’s task?	58
3.3	Selection and preparation of learning content in four steps	63
3.4	Methods for the reduction of learning content	64
3.4.1	Advance Organizer	65
3.4.2	Identifying key messages.....	68
3.4.3	Encouraging students to actively engage with learning content.....	69
3.5	Concluding remarks	72
3.6	Literature	73

Mònica Feixas & Tobias Zimmermann

4	Competence-oriented approaches to assessment.....	74
4.1	Introduction	74
4.2	Conceptualisation of assessment – what is assessment?	75
4.3	How can assessment be approached?	78
4.3.1	Reference standards.....	81
4.3.2	Some remarks on summative assessment and grading....	82
4.4	What to assess? Assessment of competences	83
4.4.1	Assessment of competences	84
4.4.2	How to assess higher-order thinking skills.....	86
4.5	How to assess? Criteria, tools and procedures.....	88

4.5.1	Criteria for assessing	88
4.5.2	Quality of assessments	89
4.5.3	Cognitive bias	91
4.5.4	Rubrics.....	92
4.5.5	Avoiding plagiarism	94
4.6	When to assess?	94
4.6.1	Moments: before, during and after.....	94
4.6.2	Formative feedback: a reciprocal endeavour.....	96
4.7	Who can assess? Teacher, external, self-assessment and peer assessment.....	98
4.8	Assessing students with special educational needs and disabilities (SEND)	99
4.9	Designing an assessment approach.....	100
4.10	Concluding remarks: a compulsory check-list of ten principles for assessors	104
4.11	Literature	106

Ulrike Hanke

5	Evidence-based teaching – lessons you can learn from psychology for your teaching practice.....	109
5.1	Learning and its conditions	110
5.2	Consequences for teaching.....	113
5.2.1	Teaching interventions	115
5.2.2	Teaching intervention: emotionally enriched provocation	115
5.2.3	Teaching intervention: activation of prior knowledge.....	116
5.2.4	Teaching intervention: information about learning objectives and their relevance	117
5.2.5	Teaching intervention: example-based presentation	118
5.2.6	Teaching intervention: stimulus for reflection	118
5.2.7	Teaching intervention: practice.....	119
5.2.8	Considering emotions in teaching – environmental aspects	121
5.2.9	Various options.....	121

5.2.10	Respect and interaction.....	122
5.2.11	Adequate difficulty and structure.....	124
5.3	Summary.....	125
5.4	Literature	126
	Glossary	128
	Appendix	141
	About the editor	143