

UAS BFI Vienna Guidelines for Planning and Teaching Courses

1. Plan your course on the basis of the envisaged learning outcomes

- The defined learning outcomes can be found on CIS in the ECTS-description of your course (<https://cis.fh-vie.ac.at/cis/index.html>).
- As a next step, consider which online learning methods and tools can help you best to reach your learning objectives.
- Also consider which exam methods can help you best to test whether the envisaged learning outcomes.
- Please consider for your choice of exam methods the exam modes in the currently valid exam regulations!

2. Observe the given course time slots

- Course time slots are planned by the UAS and can be viewed on CIS.
- As planning security is crucial to our students, course time slots are binding and must be followed. They cannot be changed by lecturers alone.
- Should changes become necessary, however, they are only possible after previous approval by the heads of the respective departments or the programme directors.
- Changes are always implemented by programme coordinators in course administration. Students are informed of the changes by the programme coordinators.

3. Plan your teaching according to the course type of the course

- In **lectures**, students are not expected to carry out self-study assignments. It is possible, however, to assign (small) reading tasks to students within the given time slots, which can then be discussed with the lecturers during the lecture. This is particularly useful with exam-relevant literature.
- In **integrated courses, practical courses** and **(project) seminars**, students are given assignments which can also be carried out outside the given course time slots.
- Please note that assignments do not necessarily mean homework. If students are supposed to do assignments within the course time slots, then it must be possible to complete them within the course time slot.

4. Communication 1: Inform your students at the beginning of the course about learning outcomes, exam methods, and assessment criteria

- The communication of learning outcomes is a prerequisite to students' self-organisation.
- The exam requirements – contents, methods, grading and assessment criteria – need to be communicated at the beginning of the course.
- Also provide this information in writing at the beginning of the course.
- Please make sure the necessary course materials (study notes, books, articles, videos etc.) are available and accessible to students.

5. Communication 2: Use as few communication channels as possible in the course

- Whenever possible, use the Moodle learning platform communication tools. For online teaching, use MS-Teams.
- Inform your students at the beginning of the course of the communication tools you are going to use in the course.
- Continue to use the chosen and communicated communication tools throughout the entire course.
- Please bear in mind that students attend several courses at a time so if every lecturer used several communication tools per course, this would become very complex and potentially confusing to students.
- Good communication with students is one factor to enhance clarity (and avoid the effort of having to eliminate ambiguity).

6. Workload: Plan the workload for your course, and particularly for assignments and practical work as accurately as possible

- The maximum workload for students must not exceed the one stipulated by the ECTS points for a course. You can find ECTS-points for each course on CIS. In case you are not certain about how to convert ECTS-points into workload, please contact the head of the respective department.
- Please bear in mind the potential extra workload if students (in addition to assignments and practical work) have to acquire theoretical knowledge by themselves, which in on-site courses would be conveyed and discussed by the lecturers.
- The workload also needs to correspond to the course type. Self-study tasks are, for instance, not intended for lectures.
- One more word of advice: If students have to acquire theoretical knowledge by themselves, please ensure that these assignments are focused on exam-relevant contents. Students will then see the immediate effect of these tasks.

7. Learning platform: One homebase instead of several

- Please use Moodle as your learning platform whenever possible in your course.
- Using only one platform makes it easier for students (and lecturers) to keep track of learning outcomes and targets, course materials and resources, assignments, group activities, tests etc.
- In learning practice, it has proven useful to combine Moodle with the video-conferencing tool of MS-Teams.

8. Making good use of e-learning and blended learning in course time slots

- E-learning time is course time and thus part of your teaching mandate. Lecturers must thus be available for students during course time slots.

E-learning:

- E-learning units are self-contained teaching and learning units, during which students work on digital self-study course materials, assignments and tests.
- If parts of on-site courses are designed as e-learning units, they must not exceed the time frame designated in course planning.

- If, for instance, a teaching unit lasting from 6-9.15pm is carried out as an e-learning unit, the combination of digital elements has to be planned in a way that ensures that students do not need more time than these three hours and fifteen minutes for self-study.

Blended learning:

- Blended learning is a combination of e-learning and on-site teaching, in which you also need to consider the timeframe provided by course administration.
- Didactically, blended learning is very apt to have students work out contents and assignments by themselves in an initial e-learning phase. In the subsequent on-site phase, results can be presented, discussed, reflected on, and finally they can receive further in-depth treatment. This combination is referred to as flipped or inverted classroom.
- Another word of advice: Please plan the transitions between e-learning and on-site teaching carefully: Which contents that were worked out by the students previously need to be presented by whom in which manner? How much time should be allocated to this activity? When and where is feedback provided? What elements of this entire process are relevant to grading?

9. Educational videos and other digital resources: not just an add-on but an effective and integral part of the learning process

- Experience has it that educational videos and other digital resources work most effectively when they are combined with practical work and tasks, with background literature references, and tests or quizzes for checking learning progress.
- These tasks also ought to be considered in grading.
- Educational videos should thus always be part of the larger (learning) picture, as it were, and not mere add-ons or bonus tracks.

10. Exams and exam contents

- Please make sure that you “test what you teach”, i.e. that students must be able to answer exam questions on the basis of course materials.
- Furthermore, exam questions must also conform to the learning outcomes communicated at the beginning of a course.

Further information on planning and teaching courses can be found here:

- Teaching and didactics platform: <https://didaktik.fh-vie.ac.at>
- Moodle - information for lecturers:
<https://moodle.fh-vie.ac.at/course/view.php?id=20615>