

Teaching and Learning Strategy 2032

Generating knowledge.
Assuming responsibility.

Foreword

Dear colleagues, dear students,

The present Teaching and Learning Strategy 2032 has two objectives: firstly, we will take up and further advance topics and measures from the Teaching and Learning Strategy 2025 that have proven successful in both our quality management system and our system accreditation procedures. Secondly, our strategic objectives will be adapted to include developments at the national and international levels over the past few years.

The individual lives of our students and staff as well as UDE as a social entity have obviously been affected by what has been referred to as a 'polycrisis' or the 'post-truth era' in recent societal debates. Instances of this since the beginning of this decade were the tangible threat of a global pandemic, an increased awareness of the necessity for sustainable development as a national and international educational task and the rise of authoritarian and anti-democratic structures. The results are an increase in various forms of discrimination and a wider spread of conspiracy theories.

All this is contrary to our view of university education, which is based in equal parts on humanitarian values and a conviction of the supremacy of enlightened, evidence-based thinking including means-end rationale within a plural and just society. In Greek mythology, Europa is described as 'the one with the broad view'. As a University that has chosen 'thinking without borders' as its slogan, we feel bound by this fundamental European idea.

The optimistic message to be derived and spread from recent studies on the efficacy of education in the context of sustainable development is: Education helps! Education can constitute a positive tipping point in human-environment interaction.¹

Against this backdrop, we have put the focus on the overarching academic learning objectives of all of our more than 300 degree programmes and have derived specific measures from them. 'Generating knowledge. Assuming responsibility.' is therefore intended as the programmatic foundation for the Teaching and Learning Strategy 2032. Within this framework, all members of our University interact with one another and consider themselves both educators and learners.

While we were finalising our Teaching and Learning Strategy 2032 in early 2026, the German Science and Humanities Council (WR) issued the publication 'Wissenschaften in Deutschland – Perspektiven bis 2040' (sciences and humanities in Germany – an outlook to 2040), which is well worth reading.² Even though it was no longer possible to explicitly include the Science and Humanities Council's agenda in the Teaching and Learning Strategy 2032, both papers have similar intentions in line with what is described here.

One last thought: renowned sociologist of knowledge Helga Nowotny recently published her memoir under the optimistic title 'Future Needs Wisdom'³. With regard to our joint educational work at our University, we would like to add: wisdom needs education.

We will hold onto this insight. I give you my (fore)word.



Stefan Rumann, Vice-Rector for Studies, Teaching and Education

¹ <https://global-tipping-points.org/resources-gtp/>

² German Science and Humanities Council (2026): *Wissenschaft in Deutschland – Perspektiven bis 2040*; Cologne. <https://doi.org/10.57674/npvj-9804>

³ Nowotny, H. (2024). *Future Needs Wisdom. An Intellectual Memoir*. The Chinese University of Hong Kong Press.

Development process

The Teaching and Learning Strategy 2032 'Generating knowledge. Assuming responsibility.' is the result of a discussion process within our University. Teaching staff, students, staff in inter-faculty research centres and central facilities, University management and the faculties have jointly agreed on the objectives that UDE will pursue in the coming years. This strategy will shape the way teaching, learning and education take place. It defines the expectations of teaching staff and students, provides a framework for actively recruiting new, committed teachers and serves as a reference point for strategic planning in neighbouring fields such as research, digitalisation, internationalisation, social responsibility and knowledge transfer. This strategy was developed with a participatory approach. A strategic group spanning various faculties and status groups provided essential support for this process for over a year. The ensuing discussion within the University's Commission for Teaching, Learning and Further Education, the Senate, the Rectorate, the University Council and among the Deans of Studies enriched the strategy development process with many contributions. Thanks to surveys among teaching staff and students, we were able to gain important perspectives and establish a foundation for steering strategic measures on the basis of indicators.

This strategy was approved by the Rectorate on 8 April 2026 following consultations among the Deans of Studies (29 January 2026), the University's Commission for Teaching, Learning and Further Education (17 February 2026), the Senate (13 March 2026) and the University Council (20 March 2026).

The Teaching and Learning Strategy takes effect retroactively from 1 January 2026.

With the Teaching and Learning Strategy 2032 'Generating knowledge. Assuming responsibility.', we as University management, University teaching staff, employees and students of the University of Duisburg-Essen (UDE) define overarching goals for the further development of teaching, learning and education. Based on how we define ourselves as an organisation, our educational mandate and the qualification profile of our graduates, our measures are geared towards different dimensions of strategic objectives. We monitor the achievement of those objectives using suitable indicators.

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1. Our self-definition

At UDE, we assume responsibility in a region in the heart of Europe where it is a core task to successfully bring about processes of transformation. We commit ourselves to enabling people from diverse social and cultural backgrounds to access high-level academic education. In view of a professional sphere that is subject to constant change, we do not just accept our responsibility of providing undergraduate university studies, but also meet the growing demand for various forms of further academic training and education – from microcredentials to continuing-education study programmes and developing new master's programmes.

We define ourselves as a community that is sustained by each of the University's members. We are part of a society that we actively shape through our work in education and research. To this end, we promote changes of perspective, interdisciplinary networking and the appreciative and broad involvement of all teaching staff, employees and students. Our behaviour is governed by the rules and values of good research practice. We define ourselves as an organisation that applies the lessons it learns and takes social transformation processes into account in its strategic development. As a modern and open-minded University, we have created an environment of diversity, appreciation and respect, where students and staff members can

contribute their ideas and unfold their potential to the best of their ability and with a lasting effect.

In our over 300 degree programmes, we guarantee a high-quality education that combines academic and research-based teaching with innovative teaching and learning concepts. We create inspiring spaces for discussion and reflection, thus encouraging our students to actively contribute to their learning and advancing their academic skills. As a university that holds system accreditation, we are committed to national and international quality standards and continuously develop our study programmes.

At UDE, teaching staff are given targeted support in further developing teaching and learning in an evidence-based way. In this context, we place a particular focus on creating high-quality, innovative and flexible teaching and learning formats that are academically sound and state-of-the-art with regard to didactics. Face-to-face teaching is particularly important in this context as direct interaction allows students to develop the social and communicative skills that are essential for collaborative learning and community in society.

Teaching staff are at the heart of the further development of teaching and learning. An infrastructure that fosters innovation, various support options and enough freedom in planning their classes are in place to encourage them to continuously develop their teaching practice.

Academic maturity as a core competence

Our University is an academic environment and a place for democratic contribution. We strengthen students' identification as academics and promote their academic maturity. The objective is to educate students on their subjects and also to become engaged citizens with an understanding of science who can critically assess and shape developments in society.

We would like to stress that academic maturity⁴ is a dynamic, interdependent concept that continuously evolves as a result of critical reflection on the circumstances in society. The aim of promoting academic maturity is therefore for students to become autonomous, capable of accepting criticism and resilient in the face of autocratic structures. We understand academic maturity as the ability to critically reflect on research findings, independently form well-founded opinions and act responsibly, both as an individual and as part of a social community.

⁴ Adorno, T. W. (2024). *Erziehung zur Mündigkeit (29th edition.)*. Suhrkamp Verlag.

This is a lifelong task that does not end with earning a university degree. Consequently, our view expressly defines both students and teaching staff as subjects in an academic discourse where we all learn from one another.

To us, treating the diversity of all individuals and their perspectives with respect is a constituent part of democratic university development. By shaping teaching and learning in a diversity-sensitive way, we recognise that diversity can have a positive impact on teaching, learning and personal development. We benefit from the different experiences and skills that students, teaching staff and other staff members contribute as a result of their previous education, age or background, for example.

Thanks to its study concepts and its teaching and learning profile, UDE stands out among other universities and is attractive to prospective students.

2. Our graduates' qualification profile

UDE's graduates can act in an academically competent and responsible manner and actively bring their intellectual skills to bear. They are able to analyse complex challenges using scholarly methods and develop innovative solutions that they can advocate convincingly and implement in practice. In order to prepare all our students for a digitalised and internationally connected working world, we offer learning formats that foster interdisciplinary work and social engagement. We support them in developing academic maturity by applying learned methods and critically reflecting on them, in becoming part of scholarly discourses and in advancing their identification as an academic by connecting with other members of the University, linking theory with practice and acquiring key transferable skills.

In academic discourse, it is essential that our graduates are able to recognise, refute and counteract the dissemination of data and information that cannot be scientifically corroborated. In the interest of their objective and constructive participation in academic discourse, learning how to do so is, an essential goal of their studies. UDE students acquire digital literacy and take it with them into society. We understand digital literacy as the ability to competently apply the digital tools and methods for research and analysis that are specific to the relevant discipline. Irrespective of their discipline, it enables graduates to act independently and confidently in the digital knowledge-driven society due to their information literacy, digital

communication skills, their critical assessment of (media) content and ethical considerations.

The students' interest in academic issues is stimulated by actively involving them in the academic discourse. The courses offered at UDE prepare our graduates for the national and international job market as well as careers in research.

During their studies, our students benefit from an extensive range of opportunities to hone their key skills. They have the opportunity, for example, to learn foreign languages, develop their abilities in academic writing, consolidate their personal, methodological and social communication skills or gain insights into disciplines other than their own. The early stages of all UDE study programmes are enhanced by moving to the forefront the key skills that our students need to complete their studies successfully across all disciplines. The students' academic reading, writing and speaking skills, their self-reflection ability, their self-management and sustainable learning are the subject of curricular portfolios, the composition of which is aligned with the concrete needs and propaedeutic approaches of each subject. In this regard, we place particular emphasis on adhering to the principles of good research practice. The competences developed as part of the discipline-specific studies contribute to the students' consideration of sustainability and assumption of global responsibility.

After completing their bachelor's degree, UDE graduates have a broad knowledge of their subject and have already been familiarised with interdisciplinary and transdisciplinary approaches at this stage.

Our range of research-oriented master's courses enjoys prominence far beyond the region and gives students the chance to deepen their competencies with a focus on their subject or in an interdisciplinary manner.

A distinguishing feature of UDE's profile is our teacher training programmes, in which we combine the challenges of teaching in schools with key, location-specific areas of study dealing with heterogeneity and the skills future teachers require with regard to digitalisation.

All our study programmes include formats that allow students to expand their problem-solving skills. For this purpose, we give students space to experiment freely and then reflect on their own actions on the basis of feedback. Acting in a solution-oriented manner also helps them to shape their surroundings with their own ideas, creativity and courage and to assume responsibility in a world that is defined by many social, economic and technological challenges.

Our graduates contribute to UDE's good reputation by demonstrating competence in their social and professional activity.

3. Dimensions of strategic objectives

In accordance with the recommendations of the German Science and Humanities Council (2022⁵), we align the strategic advancement of studies and teaching at UDE with four central dimensions of objectives, which are at the heart of university education geared towards the future:

1. Collaborative learning and academic identity
2. Topicality and adaptability
3. Diversity and equitable opportunities
4. Evidence-based further development

There are strong interdependencies between these dimensions of objectives and they provide a framework for reflective higher education that is geared towards learning and relevant to society. They highlight UDE's responsibility to continuously strengthen learning processes, promote collaborative learning and support students in forming their academic and personal identity. Furthermore, current developments in society and academia are addressed and students are enabled to flexibly adapt to such changes. Diversity is acknowledged as potential for quality, equitable opportunities are actively boosted and democracy education is sustained, with decisions relating to education being based on proven insights in order to ensure that developments are based on evidence.

3.1 Collaborative learning and academic identity

Social interaction and community are the basis for the development of academic and personal identities in a future-proof higher education environment. Therefore, we as a University advocate a cooperative learning culture where teaching staff and students can learn from one another, exchange ideas and feel a sense of community.

We promote a community of educators and learners where academic identities and a sense of community are developed.

In an academic career, the need to be perceived, accepted and appreciated as a member of a community is manifest. Identification as an academic describes to what extent being a student is a core component of one's identity. The academic integration required to allow this occurs as part of interaction with teaching staff and discussions with other students during classes.

Developing one's personal identity within the discipline in the course of one's studies, learning to work in accordance with academic standards and finding one's bearings within the new university environment are key aspects of this. The culture of the discipline, in the sense of a collective understanding of a specific discipline that is reflected in fields of knowledge, methods, issues as well as didactic and scholarly modes of thinking and acting, plays a decisive role in this context. Identifying as an academic helps students understand their role within their discipline and later develop a professional identity.

At UDE, our objective is to ensure an atmosphere of respect and mutual appreciation. Students should be able to identify – in terms of their personality, skills and goals – with both successful role models and their peers at the University.

To this end, UDE has implemented an anti-discrimination strategy, a teaching culture that fosters awareness and a growing number of communal and collaborative-learning spaces for students. These learning spaces can be physical, virtual or hybrid and provide opportunities for subject-related work, discussions and cooperation. In addition to that, it is necessary to support students in developing their academic self-conception. This serves to enhance their commitment to their goals, their motivation, their stamina and their resilience in the face of stress, uncertainty and negative experiences. Students also need to acquire the necessary skills, routines and knowledge with regard to academic standards and values.

Further reading:

- *Gopalan, M., Linden-Carmichael, A. N., & Lanza, S. T. (2022). College students' sense of belonging and mental health amidst the COVID-19 pandemic. Journal of Adolescent Health, 70(2), 228–233. <https://doi.org/10.1016/j.jadohealth.2021.10.010>*

⁵German Science and Humanities Council. (2022). *Empfehlungen für eine zukunftsfähige Ausgestaltung von*

Studium und Lehre. Cologne. <https://doi.org/10.57674/q1f4-g978>

- Murphy, M. C., Gopalan, M., Carter, E. R., Emerson, K. T. U., Bottoms, B. L., & Walton, G. M. (2020). A customized belonging intervention improves retention of socially disadvantaged students at a broad-access university. *Science Advances*, 6(29). <https://doi.org/10.1126/sciadv.aba4677>
- Scharlau, I., & Huber, L. (2019). Welche Rolle spielen Fachkulturen heute? Bericht von einer Erkundungsstudie. *Die Hochschullehre*, 5, 316–332.

We practise democratic involvement in studies and teaching through participatory interaction and feedback.

Interaction, participation and feedback describe central processes of communication, contribution and input among educators and learners. Interaction generates dialogue and cooperation between educators and learners as well as among learners. Participation allows students to be actively involved in decisions and conceptual processes related to teaching and learning. Lastly, feedback supports this process through structured input regarding learning progress and teaching quality.

At UDE, our objective is to strengthen interaction between students and teaching staff and promote a constructive feedback culture.

We understand feedback as a bilateral communication process that reveals strengths and room for improvement, supports teaching and learning processes and facilitates mutual understanding. Classes depend on the participation of those involved. Students and teaching staff should actively interact, thus learning to provide feedback in a constructive manner and adopt it for future use. In this regard, UDE as an on-campus university emphasises the need for direct interaction on site but also acknowledges the increasing importance of virtual and above all asynchronous communication.

Further reading (literature and links):

- Auferkorte-Michaelis, N., Linde, F., Bonnes, M., Haschke, H., & Hintze, A. (2023). *Feedback für den Lehralltag: Lehren und Lernen im Dialog (1st edition, vol. 15, series: Kompetent lehren)*. Verlag Barbara Budrich. <https://doi.org/10.36198/9783838561318>
- Denker, F., Röwert, R., & Böckel, A. (2021). *Partizipative Hochschulentwicklung für den digitalen Wandel – Leitlinien des studierendenzentrierten Change Management*. In S. Bremer, A. Hartmann, & T. Rehme (eds.), *Digitalisierung in Studium und Lehre gemeinsam gestalten*. Springer VS. https://doi.org/10.1007/978-3-658-32849-8_14

- Stifterverband. (2024). *Handbuch Studierendenpartizipation in der Lernraumgestaltung*. https://www.stifterverband.org/sites/default/files/2025-02/raumlabore_handbuch_studierendenpartizipation_in_der_lernraumgestaltung.pdf

At UDE, we learn through peer learning, tutoring and mentoring.

Peer learning means learning and an exchange of ideas among students as peers, with knowledge, experience and competences being shared within a group. Tutoring and mentoring are structured forms of peer learning. While peer tutoring means that experienced students take on the role of tutor and support others with subject-specific and methodological challenges in a targeted manner, peer mentoring focuses on boosting personal and social growth during studies. These formats are marked by the fact that tutors and mentors take on the role of moderator and that self-study skills, social integration, emotional support and cooperative learning are facilitated.

At UDE, our objective is to enable students to learn in peer environments. In doing this, they hone their communicative, social and self-study skills for lifelong learning.

We promote academic integration on campus with tutoring and mentoring programmes that provide students with opportunities to build networks with their peers, members of the University, alumni and the professional sphere at the earliest possible stage. Student tutors are equipped with subject-specific and key skill-related qualifications. With the UDE Mentoring System, the University has been providing its students with a constantly growing network with close ties to their discipline where they can get advice, (further) develop their study-related and self-management skills and improve their orientation and motivation for their studies since 2009. Moreover, UDE actively supports its student representatives.

Further links:

- *UDE tutoring programme:* <https://www.uni-due.de/zhqe/tutorienarbeit.php>
- *UDE Mentoring System (UMS):* <https://www.uni-due.de/mentoring/>

We integrate service learning into our curricula.

Service learning is a teaching and learning format that combines theory and practice by connecting theoretical knowledge with active social

engagement. This frequently involves collaboration with partners from the social, cultural, environmental and public sectors.

At UDE, our objective is for students to realise projects that serve the greater good as part of service learning components that are integrated into their curriculum.

By doing this, they acquire skills in problem solving and transdisciplinary thinking and become aware of the importance of well-founded decision-making at an early stage. These are crucial steps on their path to academic maturity.

Students are supported by their engagement being made visible and getting them involved in transfer activities. With respect to our social responsibility, this creates a culture of engagement that helps encourage further students to participate. Furthermore, we provide a start-up friendly environment that welcomes new initiatives and groups.

Further reading (literature and links):

- *Altenschmidt, K., & Stark, W. (eds.). (2016). Forschen und Lehren mit der Zivilgesellschaft: Community-based Research und Service Learning an Hochschulen. Beltz Juventa.*
- *University Network for Social Responsibility: <https://netzwerk-bdv.de/en/home/>*
- *UNIAKTIV UDE: <https://www.uniaktiv.uni-due.de/service-learning/>*

We encourage our students to gain international experience, both at our University and abroad.

Internationalisation at German higher education institutions refers to the systematic integration of international and intercultural aspects into teaching, research and university management. German higher education institutions are to be strengthened for international competitiveness, international exchanges are to be promoted and Germany is to be even more firmly established as an attractive location for education and research.

This serves to advance equity in education, attract gifted academics from around the world and find inspiration for innovation in studies and teaching in international settings.

Direct contact with other cultures boosts the ability to actively perceive and appreciate differing perspectives, values and ways of life. This key skill prepares students for collaboration in international teams, helps foster a sense of community within a pluralistic society and encourages them to assume global responsibility.

At UDE, our objective is to prepare students for an increasingly international, globalised job market and, at the same time, bolster the University's role as a higher education institution with a strong international network. As a founding member of the Aurora University Alliance, UDE has been championing academic excellence combined with social engagement and social innovation since 2016 in this cooperation of European universities that are strong in research.

UDE encourages its students to gain international experience and overcome obstacles, and supports this with consultation services, mobility windows and a student-friendly attitude towards credit recognition. In view of the diverse makeup of its students, UDE is committed to fostering academic integration and social inclusion, also with regard to international mobility, counteracting the mechanisms of social selectivity in exchange programmes and enhancing access and participation through digitalisation and virtual mobility formats, for example. At UDE, we also see international mobility in teaching and learning as a lever for advancing internationality and interculturality on our home campuses. Through contact with a variety of cultures on campus, students can also develop cultural empathy, tolerance and an open, curious mindset with regard to diversity.

UDE designs international study programmes and cooperative degrees together with partner institutions abroad in order to enhance the quality of teaching and boost interdisciplinary collaboration. We internationalise studies and teaching by adding foreign-language options and revise processes to accommodate such opportunities (UDE International Relations Strategy 2030).

UDE's International Office comprises contacts who can help students, researchers and staff with any questions related to stays abroad and international cooperation. They advise international students on studying and living in Germany and provide support with applications, visas and integration. Moreover, UDE maintains partnerships with higher education institutions around the world and advocates international exchange in studies, research and administration.

Further reading (literature and links):

- *Federal Ministry of Education and Research & Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (ed.). (2024). Internationalization of the Higher Education Institutions in Germany. Strategy of the Federal and Länder Ministers of Science (2024–2034). Berlin. <https://www.bmfr.bund.de/SharedDocs/Downloads/>*

[DE/2024/241028_interationalisierungsstrategie_hs_engl.pdf?__blob=publicationFile&v=3](https://www.uni-due.de/international/index_en.shtml)

- **UDE International Office:**
https://www.uni-due.de/international/index_en.shtml
- **UDE International Relations Strategy (link to follow after official approval)**
- **Language courses at UDE:**
<https://www.uni-due.de/iwis/courses.php>
- **Aurora University Alliance:**
<https://www.uni-due.de/aurora/>
<https://www.uni-due.de/aurora/studierende>

3.2 Topicality and adaptability

Higher education institutions and their students must proactively adapt to the complexity of societal change in order to fulfil the requirements of future-proof university education. The focus is on acquiring subject-related knowledge and a methodological skillset, cultivating a mindset and actively considering current social, technological and academic developments.

We empower our students and staff to competently handle artificial intelligence (AI).

AI literacy refers to the skills and competences required to use AI technology effectively and to critically assess its output. This includes a fundamental understanding of the underlying technology (such as machine learning and the influence training data may have), of ethical and social impacts and of how to use immersive technology responsibly. AI literacy is linked to digital literacy, i.e. confidence in using digital technology, and data literacy, i.e. the competent handling of data.

At UDE, our objective is to systematically cultivate AI literacy to enable students and teaching staff to competently use AI tools, consider ethical and social issues in doing so and actively help shape the digital society. UDE sees the availability of generative AI as a development that has already taken root in the everyday lives of teaching staff and students, as well as research and professional practice.

This results in a need for further education and training formats for teaching staff and students to be implemented. UDE strengthens the digital competences of its members, promotes free sharing of educational material in the spirit of open science and continuously develops digital teaching and learning formats. Consequently, an increasing

number of learning opportunities to raise digital awareness is being provided.

Besides academic education, the goal is also to advance our students' personal development and digital competence. This includes conscious handling of data, mindful use of AI tools and knowledge of the applicable legal framework.

At UDE, subject-specific innovations in the AI context, data mining and data analysis are integrated into the curricula of all programmes. This also includes ethical, social and legal aspects. The use of AI text generators occasions the development of suitable forms of and content for examinations and/or adjustments to existing (unsupervised) formats such as seminar papers and theses.

Further reading (literature and links):

- **AI Act:** <https://ai-act-law.eu/article/4/>
- **UDE digitalisation strategy:** <https://www.uni-due.de/de/digitalisierung/>
- **Gür-Şeker, D., Hintze, P., Tasche, B., & Wefelberg, M. (2023). Künstliche Intelligenz in Studium und Lehre: Empfehlungen zum Umgang an der UDE [Policy Paper]. University of Duisburg-Essen.** <https://doi.org/10.17185/duublico/81762>
- **Muster für die Liste zugelassener Hilfsmittel und die Eigenständigkeitserklärung der UDE:** https://www.uni-due.de/imperia/md/content/portal/2007/liste_zugelassener_hilfsmittel_ki_fassung_fb_lehrende_fin.pdf
- **Wissenschaftliche Haus- und Abschlussarbeiten im Zeitalter von generativen Technologien: Eine Einschätzung für die UDE:** https://duublico2.uni-due.de/receive/duublico_mods_00086059

We learn to shape the future using system thinking and systematic action in studying and teaching.

Preparing students for system thinking and systematic action means to have them tackle complex societal challenges that cannot be solved with the knowledge and methodology applied in one discipline alone.

At UDE, our objective is to promote the integration of knowledge and methods from different disciplines in order to solve the complexities of real-world problems. We consider complex issues that are relevant to society across the boundaries of individual disciplines and take this into account when developing curricula and competences, and planning teaching and learning.

To us, integrating transdisciplinarity into our portfolio of courses means closely linking different academic

disciplines and frequently also ideological perspectives when designing study programmes. The transdisciplinary approach to studies and teaching improves not only transferable skills but also the ability to handle uncertainty, complexity, change and social responsibility. These are essential requirements to be met by graduates in an increasingly dynamic world.

Further reading:

- Braßler, M., Brandstädter, S., & Lerch, S. (eds.). (2023). *Interdisziplinarität in der Hochschullehre (Interdisziplinäre Lehre, vol. 1)*. wbv Publikation. <https://doi.org/10.25656/01:28135>
- Schmohl, T., & Philipp, T. (2021). *Transdisziplinäre Didaktik. Eine Einführung*. In T. Schmohl (ed.), T. Philipp (ed.) & J. Schabert (contrib.), *Handbuch Transdisziplinäre Didaktik* (pp. 13–23). transcript. <https://doi.org/10.25656/01:27636>

We develop scenarios that link theory and practice and integrate these into our curricula.

Links between theory and practice in study programmes means that theoretical knowledge and practical experience are systematically interwoven to let students see the relevance of their subject-specific knowledge for professional application even during their studies. A key challenge is to expand the University's public image as a place of research and theory to also include the correlations with professional practice.

At UDE, our objective is that students develop occupational competence based on academic reflection through practical semesters, project work and work experience.

Links between theory and practice integrated into our curricula result in learning geared towards both academics and practice within our programmes thanks to didactically aligned teaching processes.

Links between theory and practice increase the transmissibility between academic and vocational education, especially in our dual or practice-related study programmes.

For instance, with the joint 'DaZFlexPro' project, UDE is pioneering new approaches to designing the practical phases of German as a Second Language

(DaZ) studies in collaboration with Ruhr University Bochum and TU Dortmund University.

Further reading (literature and links):

- Federal Ministry of Education and Research (BMBF). (2019). *Verzahnung von Theorie und Praxis im Lehramtsstudium: Erkenntnisse aus Projekten der „Qualitätsoffensive Lehrerbildung“*. Berlin. <https://www.qualitaetsoffensive-lehrerbildung.de/lehrerbildung/de/programm/information-about-the-qualitaetsoffensive-lehrerbildung-in-english/information-about-the-qualitaetsoffensive-lehrerbildung-in-english.html>
- Mörth, A., & Cendon, E. (2019). *Theorie-Praxis-Verzahnung als zentrales Element von Formaten wissenschaftlicher Weiterbildung*. *Zeitschrift Hochschule und Weiterbildung*, 1, 40–47. <https://doi.org/10.25656/01:18313>
- UDE Centre for Teacher Training (ZLB) webpage: <https://zlb.uni-due.de/2025/09/neues-verbundprojekt-in-der-ua-ruhr-flexible-daz-professionalisierung-im-lehramt-dazflexpro/>

We learn to deal with experiences of crisis.

As a result of wars, pandemics, climate change, and economic and political instability, crises are on the rise around the world. Consequently, students and teaching staff are increasingly faced with a variety of experiences of crisis that put a strain on individuals' abilities to teach and study.

At UDE, our objective is to support our members in finding ways to deal with situations of crisis.

An increase in mental stress and greater demand for consultation indicate that UDE students are increasingly at risk of facing situations of crisis. Resilience training and proper expectation management can help use crises as opportunities for development. Through transparent and empathetic communication, we enhance faith in the institution and provide opportunities for guidance.

Further education and consultation services help teaching staff deal with situations of crisis and support students confidently without going beyond their own capability.

Further reading:

- Hofmann, Y. E. (ed.). (2024). *Die psycho-soziale Situation von Studierenden in der (post-)pandemischen Zeit: Stand der Forschung und Impulse aus der Praxis (Hochschulwesen: Wissenschaft und Praxis, N. F., vol. 48)*. UVW UniversitätsVerlagWebler. <https://doi.org/10.25656/01:32089>
- Luhmann et. Al (2023). *Einsamkeit unter Jugendlichen in Nordrhein-Westfalen nach der Pandemie*. <https://www.land.nrw/einsamkeit>

- Schuchardt, E. (2003). *Krisenmanagement und Integration. vol. 2, Weiterbildung als Krisenverarbeitung (8th edition; revised and supplemented) (Theorie und Praxis der Erwachsenenbildung)*. W. Bertelsmann Verlag. <https://doi.org/10.3278/14/1086w>

Our teaching staff systematically pursue continuing education for university teaching.

Professionalisation of university teaching refers to a strategic process that supports teaching staff in critically reflecting upon, exploring new options in and further developing their teaching practice. This helps the integration of innovative methods, exchange of experiences throughout the University and classroom scenarios with ties to the real world, thus sustainably improving the quality of studies and teaching.

At UDE, our objective is to drive qualification and networking of all stakeholders in studies and teaching throughout the University, thus enabling discussions on and the dissemination of successful approaches to teaching.

This is crucial for ensuring good quality in studies and teaching, and fulfilling the increasing requirements related to digital, didactic and transformative teaching and learning formats. At the same time, teaching staff are empowered to design their classes independently and responsibly, enhance their students' motivation and implement the University's strategic requirements. Thus, professionalisation becomes a key tool that consolidates the link between individual teaching practice and institutional quality standards. UDE is a member of the Hochschuldidaktik NRW university network and is actively involved in the German Association for Educational and Academic Staff Development in Higher Education.

Further reading (literature and links):

- *German Association for Educational and Academic Staff Development in Higher Education (dghd). (2020). Dghd-Standards für die Anerkennung von Leistungen in der hochschuldidaktischen Weiterbildung (as of: 11 March 2020, version 2).* https://www.dghd.de/wp-content/uploads/2025/07/xXYqDx5oiHpd-dghd-Standards-fuer-die-Anrechnung-von-Leistungen_Vorbehaltlich-Annahme-1.pdf
- *Documentation of innovative teaching projects by UDE teaching staff on the Lehrwerkstatt Online platform:* <https://lehrwerkstatt.zhqe.uni-due.de/>
- *UDE funding programme for innovations in teaching and learning:* https://www.uni-due.de/zhqe/foerderprogr_lehr-lern-inno.php
- Heiner, M., & Wildt, J. (eds.). (2013). *Professionalisierung der Lehre: Perspektiven*

formeller und informeller Entwicklung von Lehrkompetenz im Kontext der Hochschulbildung (Blickpunkt Hochschuldidaktik, vol. 123). Bielefeld: Bertelsmann.

- *UDE certification programme on university teaching:* <https://www.uni-due.de/zhqe/hd-zertifikatsprogramm.php>
- *Didaktik IDEAL certification programme at UDE:* <https://www.uni-due.de/zhqe/ideal>

3.3 Diversity and equitable opportunities

All UDE members are committed to future-proof higher education that encourages the development of diverse competency profiles that combine and focus on a variety of different aspects. By designing education processes in such a way that the students' needs can be taken into account, we can create a flexible, participatory learning environment. Mutual respect among students and open, appreciative interaction between teaching staff and learners contribute to a productive and inclusive campus culture.

UDE is to be a place where everyone can learn, teach and work in a respectful and appreciative community free from fear.

Appreciation is a continuous process that incorporates the constant reflection and proactive measures required to keep interactions respectful. The opposite of this is discrimination, which puts the feeling of security and having nothing to fear at risk. Discrimination includes disadvantages, e.g. due to a lack of accessibility of resources or rooms, as well as harassment and violence. Discrimination also means any form of unfairness or abuse of power, especially in teaching or study contexts.

At UDE, our objective is to create an environment where all students, irrespective of their background, gender, identity or personal attributes, feel safe, accepted and respected both in the context of teaching and learning and in everyday life on campus. Discrimination can be based on multiple aspects of identity. Therefore, intersectionality must also be considered.

UDE relies on the 'safer space' and 'brave(r) space' concepts. Safer spaces offer protected environments for marginalised groups, where respect, solidarity and protection from discrimination prevail. Brave(r) spaces go beyond that by making productive use of differences, conflict and insecurities, and facilitating transformative learning. Both concepts promote participation, empowerment and critical reflection. At

UDE, we understand a teaching and learning culture free from fear to mean a trustworthy space for discrepancies, where disagreement and the necessity of changes of perspective stimulate critical thinking and debating skills.

Designated contacts, such as an Anti-Discrimination Officer and ombudspersons, and formalised complaints proceedings are available to all members of UDE. Incidents reported through these channels are handled in a professional and timely manner. Diversity monitoring is also a fixture of our quality management and is conducive to skilful handling of diversity. It serves to systematically assess and advance diversity measures in the context of studies and teaching.

Further reading (literature and links):

- *UDE's Diversity Support Center: <https://www.uni-due.de/diversity/en/>*
- *Integrationshaus e.V. (ed.). (2021). Handlungsleitende Prinzipien. Safer Spaces für Schwarze Menschen, People of Colour und Indigenous People schaffen – Reflexionsräume für weiß positionierte Menschen initiieren. Cologne. http://interkulturell.koeln/wp-content/uploads/2022/01/HandlungsleitendePrinzipien_onlineversion_lq.pdf*
- *Meyer, J., Strauß, S., & Hinz, T. (2022). Die Studierendenbefragung in Deutschland: Fokusanalysen zu Diskriminierungserfahrungen an Hochschulen (DZHW Brief 08|2022). https://doi.org/10.34878/2022.08.dzhw_brief*
- *University of Duisburg-Essen (2023). University Development Strategy 2023–2027. https://www.uni-due.de/imperia/md/content/dokumente/hochschulen/twicklungsplan-en_2023-27.pdf*
- *University of Duisburg-Essen. (2024). Anti-discrimination Policy of the University of Duisburg-Essen (published in Verkündungsanzeiger no.52, 24 May 2024). https://www.uni-due.de/imperia/md/content/diversity-public/antidiskriminierungsrichtlinie_en_stand_09-2025_digitale_version.pdf*

We facilitate inclusive teaching and independent learning.

Inclusive teaching and independent learning aim to identify each learner's individual strengths, interests and development potential and cultivate them in a targeted manner. Against this background, learning

processes are designed to provide equitable opportunities to all students, irrespective of their biography, origin or social background, their physical or mental conditions, or their gender, and allow them to actively participate in the learning process.

At UDE, our objective is to promote inclusive teaching that supports independent learning and appreciates each individual, thus providing a wide variety of development opportunities. At the same time, we ensure systemic inclusion and accessibility for physical and digital spaces and resources as well as with regard to curricula. These measures are not just implemented to fulfil legal obligations; they also open up equitable opportunities for participation to all students. For this purpose, competency-based curricula are developed that integrate future skills in accordance with the constructive alignment approach. Other crucial aspects include developing students' ability of reflection and systematically supporting their independent and self-directed learning. Aspects of diversity are consistently taken into account when revising study programmes and teaching and learning formats, for instance when it comes to equitable opportunities, accessibility and integration.

Besides structural features, this is primarily realised through qualification opportunities for teaching staff to enable them to create accessible and inclusive teaching content. Services are available to support teaching staff in creating accessible resources and provide suitable tools. Flexible degree programme and examination regulations that allow for personalised pacing and break times (e.g. part-time concepts and continuing education programmes) help make curricula more accessible. Consultation on programme development includes skill building in university didactics and digital technology to specifically support accelerated and inclusive learning.

Further reading (literature and links):

- *Biggs, J., Tang, C. S., & Kennedy, G. (2022). Teaching for quality learning at university (5th ed.). Maidenhead: Open University Press.*
- *Fisseler, B. (14 October 2021). Universal Design in der digitalen Bildung. Hochschulforum Digitalisierung. <https://hochschulforumdigitalisierung.de/universal-design-in-der-digitalen-bildung/>*
- *Frohn, J., Brodesser, E., Moser, V., & Pech, D. (eds.). (2019). Inklusives Lehren und Lernen: Allgemein- und fachdidaktische Grundlagen (Interdisziplinäre Beiträge zur Inklusionsforschung). Verlag Julius Klinkhardt. <https://doi.org/10.25656/01:16759>*

- Haschke, H. (2025). *Barrierefrei Lehren [Handreichung]*. komDiM. https://www.komdim.de/wp-content/uploads/2025/05/DK_Barrierefreiheit.pdf
- Competence centre for diversity in university teaching: <https://www.komdim.de/>
- Linde, F., & Auferkorte-Michaelis, N. (2021). *Diversität in der Hochschullehre – Didaktik für den Lehralltag (1st edition, vol. 13, series: Kompetent lehren)*. Verlag Barbara Budrich. <https://doi.org/10.36198/9783838556031>
- Meyer, A., & Rose, D. H. (2024). *Universal design for learning: Principles, framework, and practice (updated ed., D. Gordon, ed.)*. Lynnfield: CAST Professional Publishing.
- University of Duisburg-Essen (2023). *University Development Strategy of the University of Duisburg-Essen 2023–2027*. https://www.uni-due.de/imperia/md/content/dokumente/hochschulen/twicklungsplan-en_2023-27.pdf
- UDE continuing education concept (in preparation)

We motivate high-achievers in ways that enable them to realise their potential and assume responsibility for the future.

Our understanding of performance is broad and incorporates aspects of diversity, talent and motivation. Therefore, support for the best, to us, means tailored assistance for high-performing, committed students that allows them to realise their discipline-specific and personal potential in the best possible way. Scholarship programmes and support for high-achievers provide opportunities for committed students to thrive in their personal and professional development.

At UDE, our objective is to help young people realise their potential and assume responsibility for the future by providing transparent selection processes and individualised support, and linking academic excellence with social responsibility.

In addition, high-performing students are systematically informed about funding opportunities and given tailored support during application processes irrespective of their social, cultural or family background. This counters social selectivity (University Development Strategy). Regardless of whether their scholarship applications are successful, we provide additional support to students with offerings that are embedded in their subject-related studies and designed to develop competencies in order to prepare them for leadership roles in industry, the public sector, politics and research.

Further links:

- Scholarship providers at UDE: <https://www.uni-due.de/de/studium/foerderwerke/>
- University Alliance Ruhr (2023): *Joint Diversity Strategy of the UA Ruhr University Partners*. https://www.uaruhr.de/storages/uarr/dokumente/ua_ruhr_diversity_support_strategy_oct2023.pdf
- University of Duisburg-Essen (2023). *University Development Strategy of the University of Duisburg-Essen 2023–2027*. https://www.uni-due.de/imperia/md/content/dokumente/hochschulen/twicklungsplan-en_2023-27.pdf

We use seamless learning to ensure that competences can be acquired flexibly and without discontinuities.

Seamless learning describes the coherent integration of various learning scenarios, media and environments so that the learning process is not disrupted by changes in media, devices or formats, or by switching between theory and practice. This understanding of seamless learning goes beyond a mere technical connection between learning environments. Seamless learning is a concept focused on learners that integrates technological, didactic and organisational aspects.

At UDE, our objective is to design learning processes that maintain continuity across varying media, locations, times and technical barriers.

The diversity of our student body, which includes first-generation students, working professionals, international students and people with childcare or family care duties, for example, makes it necessary for study opportunities to be flexible. This furthers transmissibility between educational pathways and the appreciation of diverse competencies. Within the curricular framework, students have better options to determine their own speed, places and methods of learning, thus paving their personal educational path.

Further reading (literature and links):

- UDE digitalisation strategy: <https://www.uni-due.de/de/digitalisierung/>
- Floor, N. (2023). *This is learning experience design: What it is, how it works, and why it matters*. Pearson/New Riders.
- Kuhl, G. D. (1996). *Guiding principles for creating seamless learning environments for undergraduates*. *Journal of College Student Development*, 37(2), 135–148. <https://eric.ed.gov/?id=EJ527218>
- Müller Werder, C., & Erlemann, J. (eds.). (2020). *Seamless learning – lebenslanges, durchgängiges*

Lernen ermöglichen (Medien in der Wissenschaft, vol. 77). Waxmann.
<https://doi.org/10.25656/01:21508>

- *Tremp, P. (2024). Flexibilisierung des Hochschulstudiums – eine Leitidee in vielfältiger Ausprägung. Einleitung in das Themenheft. Beiträge zur Lehrerinnen- und Lehrerbildung, 42(2), 91–104. <https://doi.org/10.25656/01:32396>*

3.4 Evidence-based advancement of studies and teaching

If teaching staff and students work together, studies and teaching can be conducted at a high quality level, with robust and sustainable framework conditions as the backbone. By systematically applying evidence-based quality assurance measures, the effectiveness of teaching and learning processes can be purposefully enhanced.

At UDE, our objective is to enhance the quality of teaching and learning on the basis of reliable academic findings. This includes the use of empirical educational research as a tool for evidence-based reflection and conscious design. Therefore, we will engage in national and international competitive university and higher education research programmes with both individual and collaborative projects in the fields of teaching and learning.

We advance studies and teaching by means of our participatory quality management system.

A university quality management system (QMS) is a structured framework to ensure continued quality assurance and enhancement in teaching, research and administration. In the case of universities with system accreditation, the German Accreditation Council approves the QMS. It considers the QMS an essential tool for internal quality assurance and continuous improvement of study programmes.

At UDE, our objective is continued data-driven enhancement of studies and teaching using the entire portfolio of QMS instruments such as quality assurance of study programmes, evaluation processes and target and performance agreements. In this system, it is not just individual programmes that are under scrutiny but also facilities, structures and processes, thus creating a holistic culture of quality. Faculties and other facilities as well as teaching staff benefit from surveys, analyses and systematic feedback that are used as a basis for optimising classes, curricula and programme structures.

Students, teaching staff and other stakeholders are actively involved in strategic development processes. Support formats that encourage discussions within

the University promote the exchange of good practices, the development of shared quality standards and interconnections between research and teaching.

The portfolio of study programmes is continuously revised and updated in order to flexibly react to new requirements and ensure sustainable concepts. At UDE, the QMS serves as a tool for implementing purposeful enhancements on the basis of empirical insights and effectively promoting the objectives of the Teaching and Learning Strategy (University Development Strategy).

Further reading (literature and links):

- *Hochschulforum Digitalisierung (2022). strategie digital. Magazin für Hochschulstrategien im digitalen Zeitalter (volume #03: Partizipation).* https://hochschulforumdigitalisierung.de/sites/default/files/dateien/SD_03_Doppel.pdf
- *Institutional quality enhancement at UDE:* https://www.uni-due.de/zhqe/inst_quali
- *UDE quality management system:* <https://www.uni-due.de/qm/index.php>
- *University of Duisburg-Essen (2023). University Development Strategy of the University of Duisburg-Essen 2023–2027.* https://www.uni-due.de/imperia/md/content/dokumente/hochschulen/entwicklungsplan-en_2023-27.pdf
- *German Accreditation Council website:* <https://akkreditierungsrat.de/akkreditation-system/types-of-procedures/system-accreditation/?lang=en>

We consolidate learning success and design study programmes using learning analytics and academic analytics.

Learning analytics are designed to measure learning progress, forecast future performance and identify potential issues with learning progress.

Learning analytics refers to the collection, analysis and data protection-compliant reporting of data on learners and their learning contexts. This is done on the basis of data that the students themselves generate or that is captured about them in learning management and university administration systems, for example.

In contrast to learning analytics, which focus on student learning directly, academic analytics serve the purpose of improving administrative and strategic aspects by analysing large volumes of data. Academic analytics refers to the systematic collection and analysis of data gathered within the institution.

At UDE, our objective is for students to use learning analytics to determine their own learning progress, set their own learning goals and adapt their learning activities. Teaching staff gain insights that help them tailor their teaching content and methods to the individual needs and competencies of their students and give them support in due time if necessary. We employ academic analytics for the purpose of underpinning institutional decision-making processes with data. We analyse enrolment and examination data in order to enhance the development of study programmes and improve student retention and student success, thus lowering drop-out rates. Academic analytics help establish efficient administrative procedures and use of resources, make strategic decisions on the basis of evidence and improve the quality and transparency of University development.

Further reading (literature and links):

- *UDE digitalisation strategy*: <https://www.uni-due.de/de/digitalisierung/>
- Salden, P. & Leschke, J. (eds.) (2024): *Learning Analytics und Künstliche Intelligenz in Studium und Lehre: Erfahrungen und Schlussfolgerungen aus einer hochschulweiten Erprobung*. Wiesbaden: Springer VS. <https://doi.org/10.1007/978-3-658-42993-5>
- Schön, S., Leitner, P., Lindner, J., & Ebner, M. (2019). *Learning Analytics: Definitionen, Anwendungen und Zielsetzungen für Hochschulen*. In P. Leitner, M. Ebner & M. Ebner (eds.), *Seamless Learning – lebenslanges, durchgängiges Lernen ermöglichen* (pp. 29–34). Münster & New York: Waxmann.
- *German Science and Humanities Council (2022): Empfehlungen zur Digitalisierung in Lehre und Studium*. Cologne. <https://doi.org/10.57674/sg3e-wm53>

We allow continued, participatory reflection on studies and teaching through institutional research and participation-based monitoring.

Institutional research refers to a higher education institution's systematic, data-driven self-scrutiny that aims to analyse internal processes, structures and effects. In contrast to traditional quality management systems, institutional research also collects and interprets data that goes beyond formal quality

assessment methods and can be employed for exploration, strategic and theoretical purposes.

At UDE, our objective is to systematically apply institutional research to analyse the quality of studies and teaching on the basis of data, to support decision-making processes and to further develop the University as a learning organisation. At UDE, institutional research is supplemented with participation-based monitoring where members of the University are involved in the collection, interpretation and use of data, thus contributing to joint assumption of responsibility, transparency and consequently broader legitimisation of development-related decisions. Institutional research comprises the collection, analysis and interpretation of data from various areas in studies and teaching, e.g. student numbers, student success, personnel structure, financial matters and teaching quality.

The findings from that are then used to review strategic goals and implement them in university development. In order to increase the acceptance and use of the findings, monitoring processes are subject to repeated reviews systematically involving relevant stakeholders.

Further reading (literature and links):

- Auferkorte-Michaelis, N., & Hintze, P. (2023). *Institutional Research: Die Hochschule im Spiegelblick von Forschung, Evaluation und Erfahrungswissen*. In R. Rhein & J. Wildt (eds.), *Hochschuldidaktik als Wissenschaft: Disziplinäre, interdisziplinäre und transdisziplinäre Perspektiven* (pp. 339–353). transcript. <https://doi.org/10.25656/01:31882>
- Stammen, K.-H. (2025). *Diversity Monitoring an der Universität Duisburg-Essen: Einblicke und Fortschritte: Zur systematischen Erfassung von Vielfalt*. In *Unikate: Berichte aus Forschung und Lehre*, no. 62: *Offen(er) im Blick: Diversity Management und Diskriminierungskritik an der Universität* (pp. 84–93). University of Duisburg-Essen. https://duepublico2.uni-due.de/receive/duepublico_mods_00083679

We pursue a cooperative approach to teaching development and build a network for good teaching practice.

Numerous funding programmes, recommendations and internal measures have driven teaching development in higher education over the past years. Teaching development refers to systematic quality enhancement in teaching, also adapting teaching practice to current societal, academic and institutional requirements. Teaching development is considered an individual, university didactical task

and one that is also shared within the institution. With the Foundation for Innovation in Higher Education, the federal and state governments have been placing a focus on the funding of innovative teaching and learning formats and the continued advancement of teaching in higher education since 2021.

At UDE, our objective is to improve the quality and effectiveness of teaching by consistently offering teaching development opportunities. In addition to pure specialist expertise, teaching staff need didactic, methodological and reflective abilities to fulfil the complex requirements of higher education today. In this context, teaching development is an iterative process that requires constant adjustment and improvement of teaching concepts in order to meet changing requirements, such as those resulting from the digitalisation of teaching and learning.

UDE teaching staff use innovation support funds for development and research in the fields of studies and teaching, and for internal and external conferences for the purpose of their own professionalisation and networking. Interdisciplinary networks facilitate an exchange of experiences, joint designing of research questions and quality assurance of results and findings.

The annual Tag der Lehre teaching and learning convention at UDE provides a platform for teaching staff, students and other members of the University to gather for workshops and keynotes, to exchange experiences and to jointly identify trajectories for the further advancement of studies and teaching. This event consolidates our professional teaching culture and, at the same time, promotes the participatory design of teaching and learning processes.

Further reading (literature and links):

- *Foundation for Innovation in Higher Education website: <https://stiftung-hochschullehre.de/en/>*
- *Tag der Lehre at UDE webpage: <https://www.uni-due.de/zhqe/tagderlehre.php>*
- *Weißköppel, A., & Wendler, T. (eds.). (2025). Innovative Hochschullehre: Theorie und Praxis für die Lehrentwicklung (Zukunft der Hochschule, vol. 1). Bielefeld: transcript Verlag. <https://doi.org/10.14361/9783839470732>*
- *German Science and Humanities Council (2022). Empfehlungen für eine zukunftsfähige Ausgestaltung von Studium und Lehre. Cologne. <https://doi.org/10.57674/q1f4-g978>*

We provide freedom to enable systematic advancement in teaching practice.

Systematically and academically exploring one's own teaching furthers a student-centred advancement of teaching. Teaching staff and students jointly examine specific issues from everyday teaching in a methodologically controlled manner, reflect on their findings and generate knowledge that is relevant to teaching practice from them. The aim of this academic examination of their own teaching and their students' learning by scholars in their respective discipline, known as the scholarship of teaching and learning, is to reflect on, enhance and, based on evidence, further develop one's own teaching practice.

At UDE, our objective is to offer teaching staff formats that purposefully link research, teaching and innovation in the form of sabbaticals for research and for teaching scholarship. These make it possible to realise individual research and development projects, systematically drive advancements in teaching and generate new insights.

A research sabbatical allows UDE professors to temporarily forego their duties in teaching and governance for the purpose of focusing intensively on their research or artistic development and producing new academic insights.

In 2019, UDE established teaching scholarship sabbaticals that specifically create space for professors to conduct systematic research on teaching in order to gain insights into learning and study successes that can be directly incorporated into teaching practice. In this context, it is not just one's own teaching that is reflected upon (self-scrutiny); a deeper understanding of competence development within individual disciplines can also be acquired.

Teaching scholarship is not limited to the educational sciences. It can be pursued within a number of disciplines and perspectives. This includes but is not limited to discipline-specific teaching scholarship, which is concerned with the domain-specific application of teaching formats and methods, and discipline-related approaches to higher education research, which deal with the development of specific traditions with regard to the design of curricula and classes.

Further reading (literature and links):

- *Bohndick, C., Kordts, R., Leschke, J., & Vöing, N. (2025). Scholarship of Teaching and Learning und disziplinäre Forschung: Eine komplexe Beziehung (1st ed.). Springer Fachmedien Wiesbaden. <https://doi.org/10.1007/978-3-658-47908-4>*

- *Huber, L., Pilniok, A., Sethe, R., & Szczyrba, B. (2018). Forschendes Lehren im eigenen Fach: Scholarship of Teaching and Learning in Beispielen (2nd edition, revised). wbv.*
- *Huber, L., Pilniok, A., Sethe, R., Szczyrba, B., & Vogel, M. (2014). Mehr als ein Vorwort: Typologie des Scholarship of Teaching and Learning. In L. Huber, A. Pilniok, R. Sethe, B. Szczyrba & M. Vogel (eds.), Forschendes Lehren im eigenen Fach: Scholarship of Teaching and Learning in Beispielen (pp. 7–17). Bielefeld: wbv Media.*
- *Teaching scholarship at the University of Duisburg-Essen: <https://www.uni-due.de/zhqe/lehrforschung>*