

AHD Annual Congress 2006 (March 6-9, 2006) in Dortmund**Change in Teaching and Learning Cultures at Universities. Research and Development in Higher Education in an international perspective****(1) Topic**

Due to the Bologna process and on the way to building a European Higher Education Area, a deep drastic change takes place in the conditions and structures of teaching and studying. The two-cycled system, the modularization of study courses, workloads and credit points under the ECTS standard, supplementary exams and diploma supplements, targeting learning outcomes and competences are indicators for this change happening in the context of modified decision-making, organizational and staff structures, proceeding on the basis of new funding systems, and being controlled by new instruments of quality management. All these factors have a significant influence on the design of teaching and learning processes as well as the role relations between teachers and students.

From a university didactics point of view, it is especially interesting to see if and to what extent a shift from teaching to learning – meaning a shift of emphasis from teacher-centered to student-centered teaching and learning concepts – takes place with this change consistent with international views on teaching and studying. The prospects of the Bologna process reach much further than changing organizational structures: they call on university staff to rethink teaching from the learner's perspective. Students are expected to show autonomy, self-organization, and self-control, but also to take responsibility for their own learning process. Teachers need competences related to not only instructing, but also to advising and supervising the learning processes.

Having changed the perspective, the specific types of teaching and learning cultures come to the fore: the ones in which fundamental attitudes develop concerning education, cognitive, perceptual, behavioral, and relational patterns at the university.

The task of university didactics as part of university research is to explore these processes, to examine the phenomena and their underlying sets of conditions, and to provide a knowledge base. University didactics in context of university development utilizes this knowledge base to contribute to supporting and shaping the ongoing change.

The upcoming congress of the *Association for Research and Development in Higher Education (Arbeitsgemeinschaft für Hochschuldidaktik, AHD)*, which is the scientific association for academic developers in Germany, provides a forum for presenting and discussing of the current state of knowledge in research and development as well as strategies for supporting this change. This will happen on the basis of exemplary subject areas selected due to their outstanding significance for current university development, and exemplary topics appropriate for analyzing and discussing the change in teaching and learning cultures.

(2) Schedule

The congress consists of a sequence of components dealing with a global overview of the subject and a detailed analysis of various essential aspects. Each first part will always be dedicated to discussing theoretical and empirical findings as well as the teaching and studies reform's strategic and practical options. These parts will be followed by research workshops, providing grounds for exchanging ideas between university didactics research projects, or for a methodological reflection of university didactics research as "work in progress", respectively.

The program is rounded off by awarding best practice in research and development, in teaching and learning, sociable and cultural events, the general assembly of the AHD, and a meeting of the German-speaking networks of Germany, Austria, and Switzerland. Keynotes and forums will provide a general survey of the topics. Panels will elaborate on specific aspects, using various approaches during the up to four blocks that are distributed over two days. In the whole-day research workshops, methods will be used that are appropriate for dealing with the methodological problems in the proposed research projects.

Time schedule

Time	Mon, March 6, 2006	Time	Tue, March 7, 2006	Wed. March 8, 2006	Thu, March 9, 2006
9.00	Welcome with coffee	9.00	Keynote 3	Keynote 4	Keynote 5
10.00 – 12.30	AHD-Commissions AHD-Board AKKO Research	10.00 – 12.30	Panel 1, 2, 3, 5 Block A	Panel 1, 2, 3, 5 Block C Panel 4 Block A	* Parallel Research Work-Shops (1 – n)
12.30	Lunch Break	12.30	Lunch Break	Lunch Break	Lunch Break
14.00	Network Meeting	14.00 – 16.30	Panel 1, 2, 3, 5 Block B	Panel 1, 2, 3, 5 Block D Panel 4 Block B	* Parallel Research Work-Shops, if needed (1 – n)
16.00	Congress Opening Welcome Speech				
16.30	Keynote 1				
17.30	Keynote 2	17.00	Discussion forum 1	Discussion forum 2	
18.30	Dinner and Social Gathering	20.00	General Assembly AHD		

* The research work-shops will take place on the basis of the panels.

Keynote 1: A new look at student learning

Keynote 2: Hochschuldidaktik zwischen Hochschulforschung und Entwicklung

Keynote 3: The changing role of academic staff developers in the Bologna-Process

Keynote 4: Strukturiert Promovieren

Keynote 5: Strategien angewandter Hochschulforschung

Discussion forum 1: eLearning – innovative cultures in teaching and learning

Discussion forum 2: Gender Mainstreaming - die Hochschullehre „querdenken“

Panel 1: Lehrerbildungsforschung und Didaktik der Lehrerbildung

Panel 2: Gender Mainstreaming-Konsequenzen für Lehre und Studium

Panel 3: Supportstrukturen in der Promotionsförderung

Panel 4: eCompetence (individuelles und organisationelles Lernen in ICT-Kontexten)

Panel 5: Bologna – a challenge for academic staff developers

(3) Components

On the first day of the congress, the opening with its welcome speeches is followed by two keynotes introducing the topic of the congress:

3.1 Keynotes and Forums

Keynote 1: "A New Look at Student Learning" reviews the state of the art in international research on student learning. Here emphasis is placed on the findings regarding the design and promotion of self-directed/self-organized learning in connection with the so-called "Shift from Teaching to Learning."

Keynote 2: „Academic Development between research and development in higher education“ provides information about the debate on strategic interfaces of teaching and learning within broader reference systems of research and development in higher education at all. While focussing on Germany and yet keeping the context with the process of building the European Higher Education Area, it is important to integrate academic development into quality-management in higher education institutions as an innovation-oriented field of knowledge which is constantly improved by research.

Keynotes 3 and 4, as well as forums 1 and 2 are designed to showcase an overview of the panel topics. Thus, all congress participants will be able to look into the conceptual framework and current developments in these areas.

Keynote 3: "The Changing Role of Academic Staff Developers in the Bologna Process" reflects on the role and function of "change agents" in higher education, which emerge as a new challenge during the building of the European Higher Education Area. In doing so, especially the internationally differing scopes and strategies will be described.

Keynote 4: The keynote „Structuring the ‘third cycle’“ is designed to give an overview on international developments in doctorate studies. We will especially look at various approaches to structure doctorate studies and to establish support structures.

Keynote 5: The keynote „Strategies of applied research in higher education “ serves as an introduction for the research workshops. It is supposed to give a survey of the various kinds of applied research in higher education as well as to discuss the problems of empirical methodology and design.

Forum 1 : “eLearning – innovative cultures in teaching and learning”. After the hype around eLearning died down, a question emerges: how can the quality of studying and teaching be

improved by using new ICT? Emphasis is placed on designing flexible learning settings in the context of traditional universities (as opposed to virtual universities).

Forum 2: The gender perspective, which is discussed in a special panel, is practically omnipresent in each issue of teaching and learning. This forum serves as a platform for connecting and discussing gender aspects from the other panels.

3.2 Panels

Main part of the congress are the panels, which discuss central issues from the viewpoint of the main congress topic.

Panel 1: Teacher Training Research and Teacher Training Didactics

The panel on teacher training research and teacher training didactics addresses the changes affecting teacher training in Germany. A broader perspective – considering international developments and the reception of the newly emerging teacher training research in Germany – will be the backdrop for a critical discussion of developments in teacher training didactics. From a university didactics perspective, the main focus is on examining concepts of research oriented learning, especially in observational studies.

Panel 2: Gender Mainstreaming – Consequences for Teaching and Studying

The discussion of the gender perspective led to the political concept of gender mainstreaming. This panel will discuss the integration of gender mainstreaming into the quality management of universities, especially the consequences for the design of teaching and studying.

Panel 3: Support Structures for Doctorate Students

The time working on a doctorate is a decisive phase in the career of prospective scholars both within and outside of universities. No matter if this phase is designed to be the third cycle of their studies or as the entrance to a scholarly career: there is a tremendous need for support during the completion of the doctorate. This can happen by setting up institutional infrastructure, by specific accompanying study courses, as well as by offering expert advice and supervision. The spectrum of these measures will be discussed on the basis of research on doctorate studies and experiences concerning relevant innovative projects.

Panel 4: eCompetence – Individual and Organizational Learning in ICT Contexts

This panel is based on the findings of a EU-funded project comparing international developments in e-learning. By means of case studies, it will be discussed as to what extent individual and organizational measures support each other in order to deploy the didactic

potential of ICT in teaching and studying. Focal point here is the issue of the "surplus value" within a framework of flexible learning.

Panel 5: Bologna – a Challenge for Academic Staff Developers

The Bologna process produces new challenges for academic staff developers in all the European countries affected. This panel will specifically examine how far university didactics – as a change agent – can support and shape the shift from teaching to learning in this process, and thus be part of the change in learning and teaching culture. One key question to be discussed here is: what kind of new demands evolve regarding the role university didactics?

3.3 Research workshops

Desiderata – Perspectives – Cooperations: Research Workshops on the Change of Teaching and Learning Cultures

On Thursday, several research workshops will take place in order to prepare the yield of the congress for future university research activities. This will involve developing and discussing research perspectives on the basis of the panel input. The workshops aim at supporting cooperations among the researchers and enabling interdisciplinary work.

Research workshops planned so far:

- perspectives of the research on doctorate studies
- contributions of university didactics on academic staff development
- gender mainstreaming – consequences for teaching and studying
- e-competence
- online surveys in university research
- teacher training research

4. Audience

The congress is mainly designed for people involved in research and development in higher education, teaching and learning, university administration, as well as for academic staff dedicated to the academic reform processes. Furthermore, it is of interest for members of extra-university institutions dealing with education administration, education politics, as well as members of scientific organizations.