



## Strategy paper for the field Media in Teaching and Study

### Introduction

This strategy paper is the result of an intensive strategy process involving all status groups for the field Media in Teaching and Study. It serves as guidance for the procurement, provision and use of media in teaching and study at TU Braunschweig and for the university's public image. It is aimed at lecturers and students, but equally at those responsible for strategy, university committees, and parts of the administration.

The paper responds to the need for strategic positioning identified in the 2014 position paper "*Vom Stud.IP zum E-Learning – Entwicklung eines Konzepts zur Implementierung einer E-Learning-Kultur an der TU Braunschweig*" (*From Stud.IP to e-learning – development of a concept for the implementation of an e-learning culture at TU Braunschweig*), and forms part of a range of other measures (media equipment for lecture theatres; setup of a team to provide advice, training and support to lecturers; continued development of Stud.IP; enhancing the visibility of best practices; specific funding schemes).

We refer to media in teaching and study, and no longer to e-learning, because this current label highlights the integrative significance of media in all teaching formats.

The paper's strategic positions are consistent with the values and objectives of TU Braunschweig, and they complement the working paper "Gute Lehre der TU Braunschweig" (Good teaching at TU Braunschweig).

(Last updated 03 April 2016)

*Overall objective:*

The use of media in teaching and study at TU Braunschweig serves to benefit students' learning success.

*Key areas:*

In the use of media for teaching and study, TU Braunschweig focuses on the key areas "game-based learning", "visualisation" and "mobile learning". We are also planning to carry out research into these areas.

*Structure and diversity:*

We aim for a structured but diverse use of media in teaching and study at TU Braunschweig.

*Didactics and training:*

All use of media in teaching is based on didactic concepts, which reflect particularly the consequences of the use of these media.

Lecturers are given needs-based support in the development of didactic concepts, in reflecting the implications of the media used, and in the handling of these media.

Joint concepts for the use of media in the teaching-learning concepts of several institutes and transferable concepts are more important to us than case-specific solutions.

*Role of students:*

The use of media in teaching and study requires and encourages student engagement.

We favour a process that includes students in the development of formats.

*Scenarios of use:*

*Media can be used* to enable a range of learning paths for a heterogeneous student body in a range of learning scenarios.

*Media can be used* to enable case-specific, project- or research-based learning.

*Media can be used* to use knowledge acquired in collaboration even beyond the degree programme.

*Media can be used* to permit flexible learning in terms of both time and space, such as for continuing education.

*Central infrastructure:*

The aim is to select and provide a suitable central infrastructure that supports diverse teaching formats and key areas based on requirements.

Wherever possible, the information and communications infrastructure required for course management should be centrally provided.

The aim is to use media in teaching and study at attractive campus sites, and to expand these.

*Communication and culture*

Part of our culture of a diverse use of media in teaching and study is openness on the part of both lecturers and students for new teaching-learning concepts, which they are prepared to develop further in a collaborative exchange.

Our culture of a diverse use of media in teaching and study at TU Braunschweig is established and developed through visibility, exchange and best practices.