



# Use Case @UAS Technikum Wien

Implementing learning  
outcomes in course design &  
Continuous Improvement  
Cycles

# Agenda

- Welcome @UAS Technikum Wien - who we are
- Our Vision
- Our Framework
- Our Continuous Improvement Cycle
- Wrap Up



# UAS Technikum Wien - Who we are

# UAS Technikum Wien – Our locations



# Studying at UAS Technikum Wien

**Diversified technical studies offered in four areas:**

- Computer Science
- Electronic Engineering
- Industrial Engineering
- Life Science Engineering

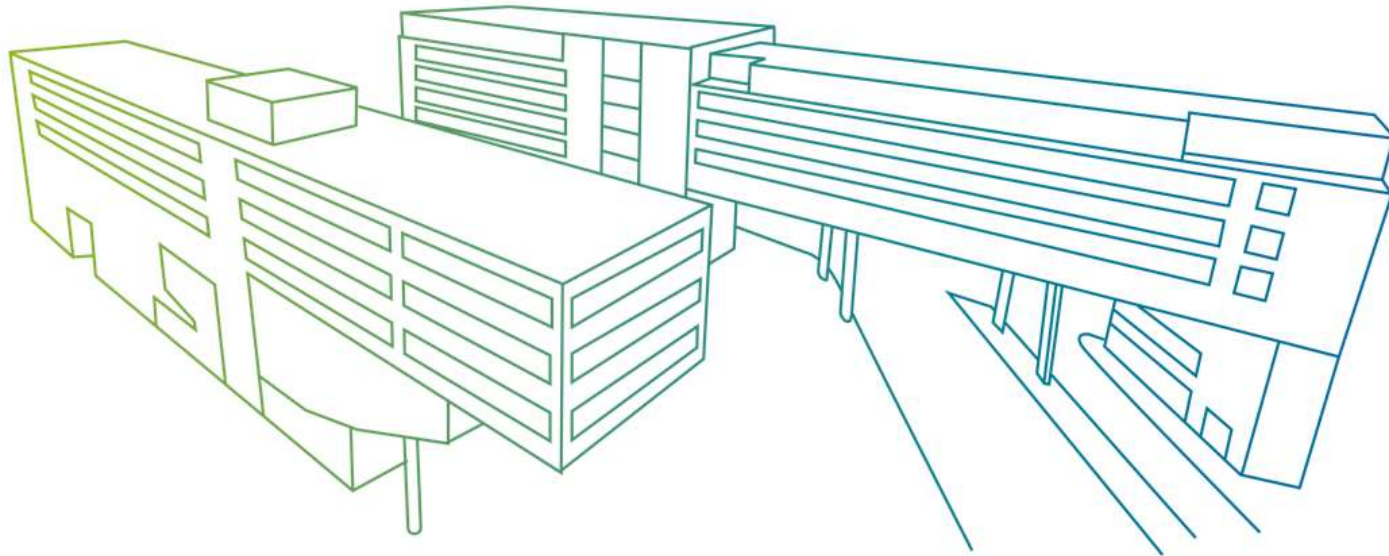
**4.500 Students | 15.000 Alumni**

**Technology + Business + Personality**

**Future-oriented education at a high academic level**

- 28 Bachelor's and Master's degree programs
- Full-time | Part-time | Work-integrated
- International orientation: Study programs taught in English, Double Degree programs

# Our Claim - Our Vision



OUR CLAIM

**CHANGE  
OUR  
TOMORROW**

# Holistic Framework

Guiding Principles in  
Teaching and  
Learning

Organizational  
Framework

Teaching & Learning  
Framework

Workflow &  
Responsibilities

□ Work in Progress

# 1) Guiding Principles in Teaching and Learning

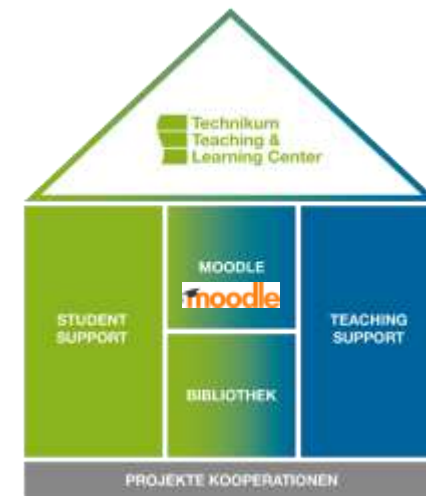
- Learning outcome oriented
- Student centered
- Practice oriented
- ...

via: innovative, digital enhanced & varied teaching and learning scenarios



## 2) Organizational Framework

- Modularized Curricula/ Standardized Courses
- University-wide use of Learning Management System *Moodle*
- Roles & Responsibilities
- Services & Support Structure



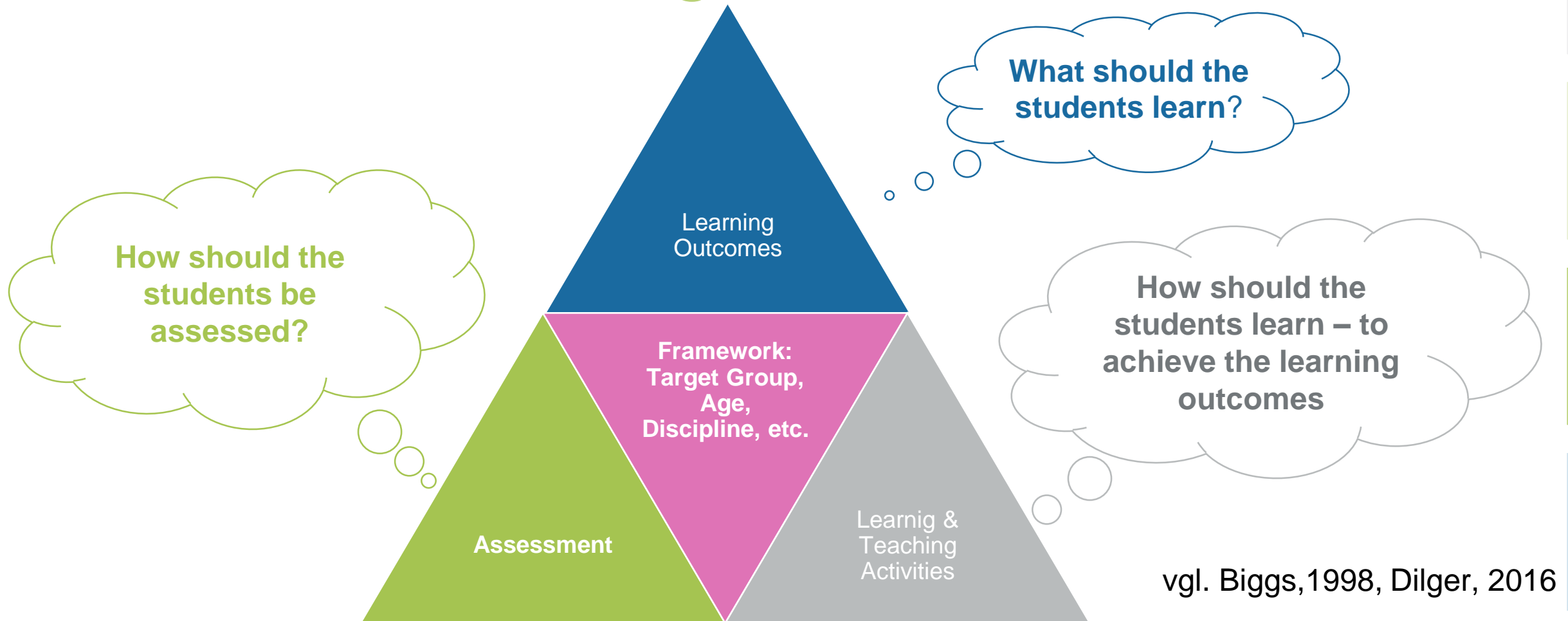
# 3) Teaching and Learning Framework



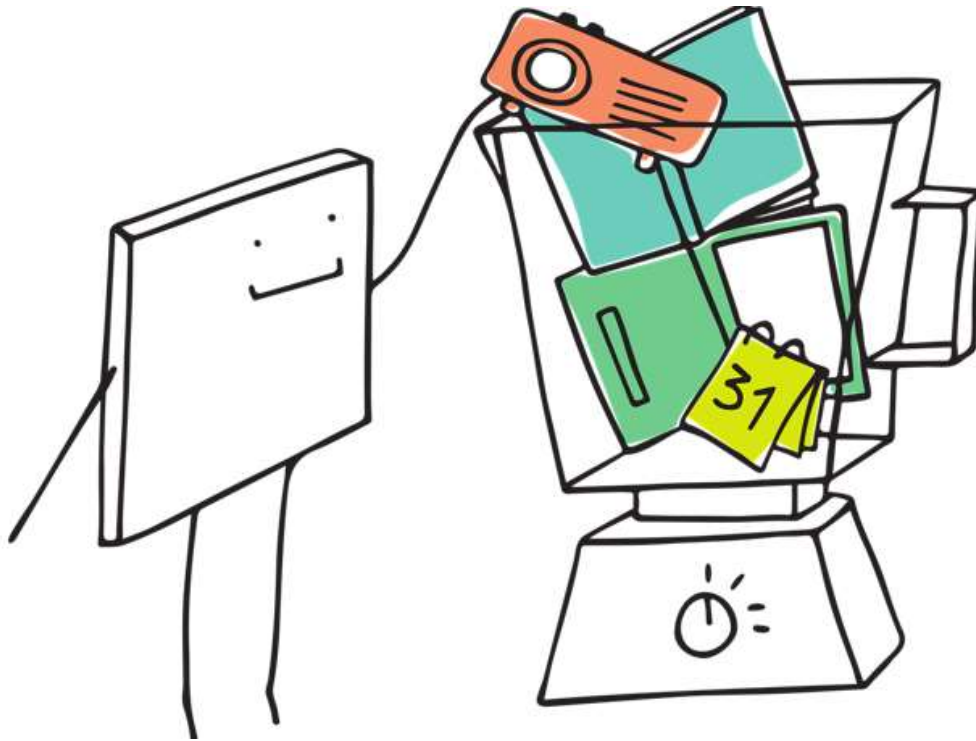
# Teaching and Learning Framework

- Constructive Alignment in all BA-Courses
  - with full transparency of learning outcomes, assessment & assessment criteria for students
- Blended Learning in all BA-Curricula
- Flexibility and design options for lecturers

# Constructive Alignment



# Blended Learning



<https://pixabay.com/de/vectors/pixel-zellen-blended-learning-6230153>

## Lernpfad – „Reißverschlussprinzip“

### 1. Ausgangsüberlegungen

- Was sollen die Absolvent\*innen der Module/ Lehrveranstaltungen können?
- Welche Vorkenntnisse bringen sie mit?
- Was brauchen sie, um erfolgreich zu lernen?
- Was bedeutet das für die Aufbereitung der Inhalte?
- Wie viele ECTS und Lehreinheiten stehen mir zur Verfügung?
- Wie sieht meine Lehrveranstaltungs-„blockung“ aus?

### 2. Konzipierung von Prüfungsaufgaben:

- Wie kann ich die Lernergebnisse prüfen?
- Welche Prüfungsformate wähle ich aus?
- An welchen Stellen setze ich Selbstchecks an?

### 3. Planung der Lehrveranstaltung:

- Wie kann ich das Erreichen von Lernergebnissen für Studierende methodisch/ didaktisch unterstützen?
- Welche Materialien und Inhalte eignen sich für das Eigenstudium? Was muss in den Präsenzphasen vermittelt werden?
- Was ist an Material bereits vorhanden? Muss ich es modifizieren oder neu erstellen?

### Möglicher Modul-/ Lehrveranstaltungs- ablauf

Eigenstudium A

Präsenz 1

Eigenstudium B

Präsenz 2

Eigenstudium C

Präsenz 3

Letztes Eigenstudium

Letzte Präsenz

### Beispiele für die Umsetzung

Automatisierte Willkommensmail an Studierende

Eigenstudium A: Allgemeine Einführung in das Thema

Optionales Eigenstudium: Arbeit am ersten Inhalt

Präsenz 1: Einstieg → Erarbeitung

Eigenstudium B: Nachbereitung der Präsenz 1 bzw. Vorbereitung der Präsenz 2  
Input, Output, Lernfortschritt

Präsenz 2: Arbeit mit den Inhalten des Eigenstudiums B bzw. Ausgangspunkt für Eigenstudium C  
Festigung → Anwendung

Eigenstudium C: Nachbereitung der Präsenz 2 bzw. Vorbereitung der Präsenz 3  
Input, Output, Lernfortschritt

Letzte Präsenz: Zusammenfassung/Arbeiten an Inhalten etc.  
Prüfung/Präsentation etc. → evtl. Evaluierung der LV

# Example: Moodle

The screenshot shows a Moodle course page for 'Template Standardisierung EN'. The page is divided into several sections:

- Header:** Moodle logo, navigation menu (LINKS, HELP), user profile (Schnabel Lukas), and a 'Turn editing on' button.
- Left Sidebar:** A list of course sections including 'Grades', 'Download course contents', 'Course Communication', 'Course Organisation', 'Introduction to the Subject', 'Self-Study A: Title', 'Class 1: Title', 'Self-Study B: Title', 'Class 2: Title', 'Self-Study C: Title', and 'Class 3: Title'.
- Main Content Area:**
  - Section Title:** 'Template Standardisierung EN' with a graduation cap icon.
  - Text:** 'Here you will find general information about the course, essential study and practice materials, as well as self-checks/tests.' and 'Please work through the self-study contents independently with the help of the given instructions. In the class sessions you will have the opportunity to clarify any outstanding questions about the course material and to consolidate and apply acquired knowledge. Self-study instructions are there to guide you through the activities and help you work on tasks in a structured way. You can find all information related to exams in the upper right-hand corner in the grey box under Assessment and Assessment Criteria. Note that all assignments are to be submitted via this platform.'
  - Section Title:** 'Course Overview'.
  - List:** A list of course sections with colored icons: 'Course Communication', 'Course Organisation', 'Introduction to the Subject', 'Block 1', 'Self-Study A: Title', 'Class 1: Title', 'Self-Study B: Title', 'Class 2: Title', 'Self-Study C: Title', 'Class 3: Title', 'Retake Exam', 'Second Retake (Panel Exam)', and 'Information & Documents for Lecturers (hidden)'.
- Right Sidebar:**
  - Section Title:** 'Lecturer'.
  - Section Title:** 'Course Information, Examination Regulations' (highlighted with a red box).
  - List:** A list of links: 'Course Information (CIS): Learning Outcomes, Attendance and more', 'Assessment', 'Assessment Criteria', and 'Accreditation, Examination Regulations (CIS)'.

## Self-Study: Files & Directories

This self study is all about files. File naming and structure will be covered as well as different file types and attributes. To wrap your knowledge about files, the second topic is about directories. There are multiple ways of organising files in an operating system and here you will learn about that.

### Self-study instructions

Prepare yourself for the upcoming lesson by completing the following tasks:

1. Recapitulate the following chapters in *Modern Operating Systems*:
  - Files (4.1).
  - Directories (4.2).
2. Work on the self-check.
3. Continue working on Assignment 1.

### Self-check: Files & Directories

This is a self-check (**not graded**).

### Collection of Questions: Files & Directories

Do you have any questions about the content of this self-study section? Write them in this collection and we will

The screenshot shows a Moodle course page for 'QUELLKURS-TEMPLATE-EN'. The page is in editing mode, as indicated by the 'Turn editing on' button in the top right. The user 'Schrabel Lukas' is logged in. The page is divided into several sections:

- Course Communication:** Contains 'Lecturer's Announcements', 'Forum for Students', and a 'Collection of Questions about the Course'. A note for lecturers mentions setting up a Zoom session.
- Course Organisation:** Contains a note for course template developers to delete the section if not needed.
- Introduction to the Subject:** The start of a new section.

The left sidebar shows a navigation menu with items like 'Grades', 'Download course contents', 'Course Communication', 'Course Organisation', and several 'Self-Study' and 'Class' sections.

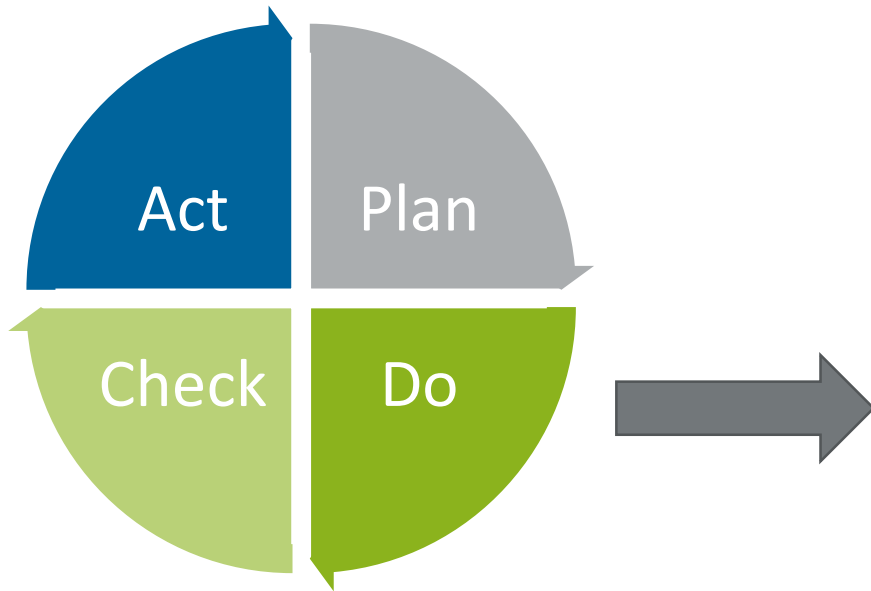
# Flexibility for lecturers

- Moodle Course and Learning materials as learning paths, videos, slides, examples, quizzes are already provided
- Lecturers can choose:
  - Teaching and Learning methods in face-to-face lectures
  - The zipping mode between self-study and face-to-face

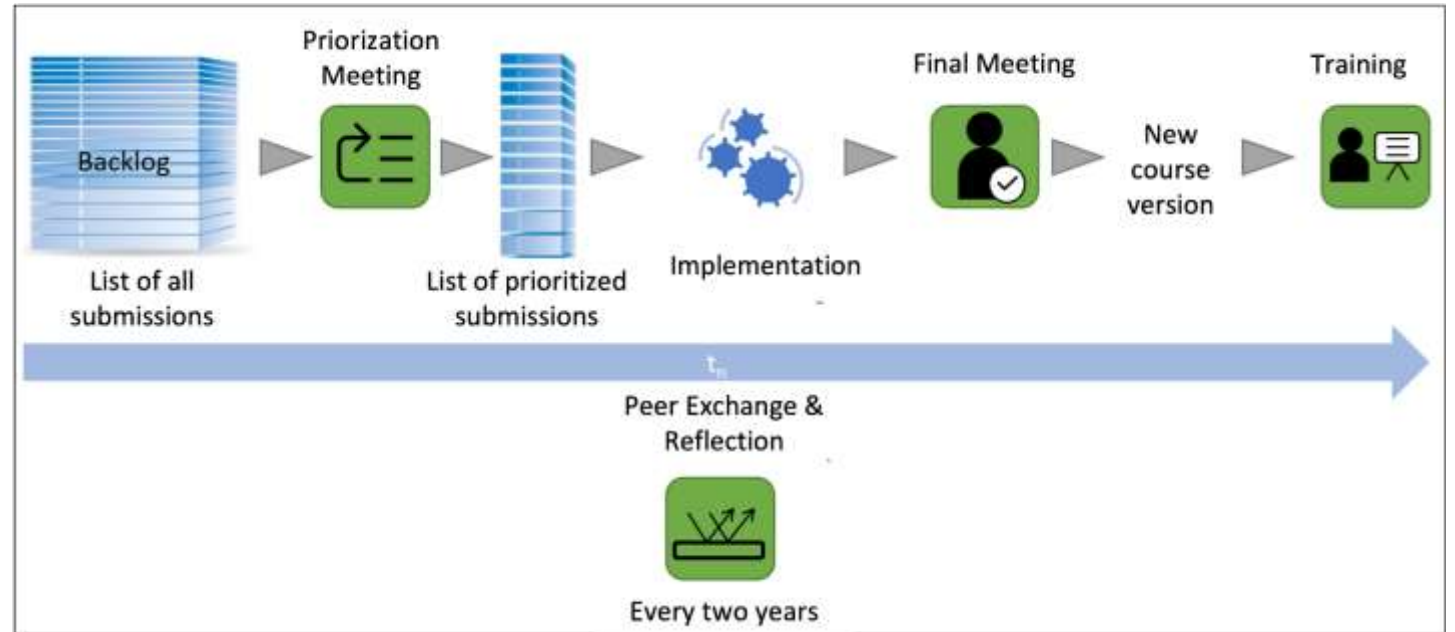


# 4.) Workflow & Responsibilities

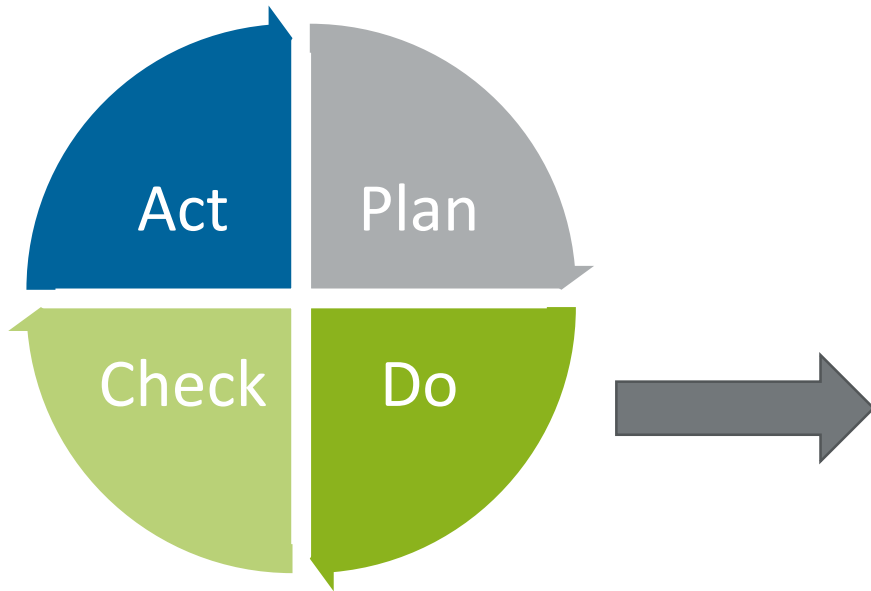
# Tool support for Continuous Improvement Cycle



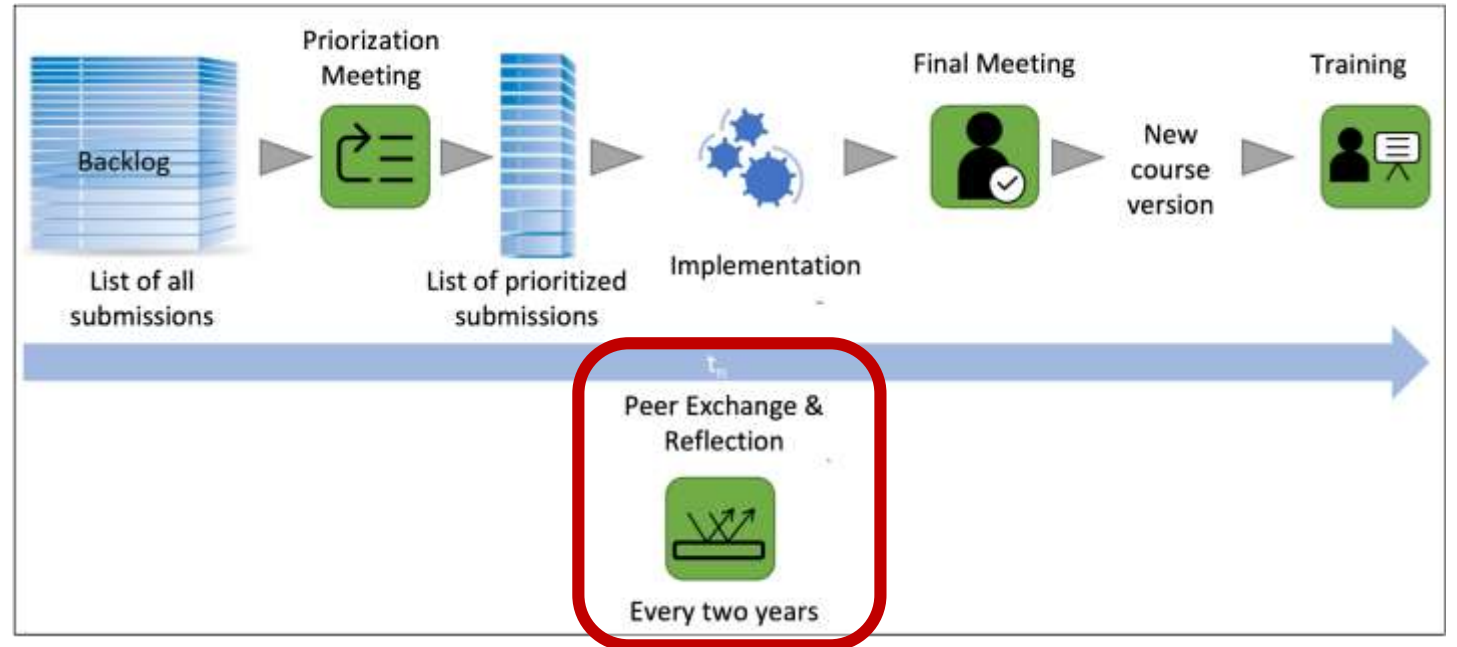
PDCA-Cycle



# Tool support for Continuous Improvement Cycle



PDCA-Cycle



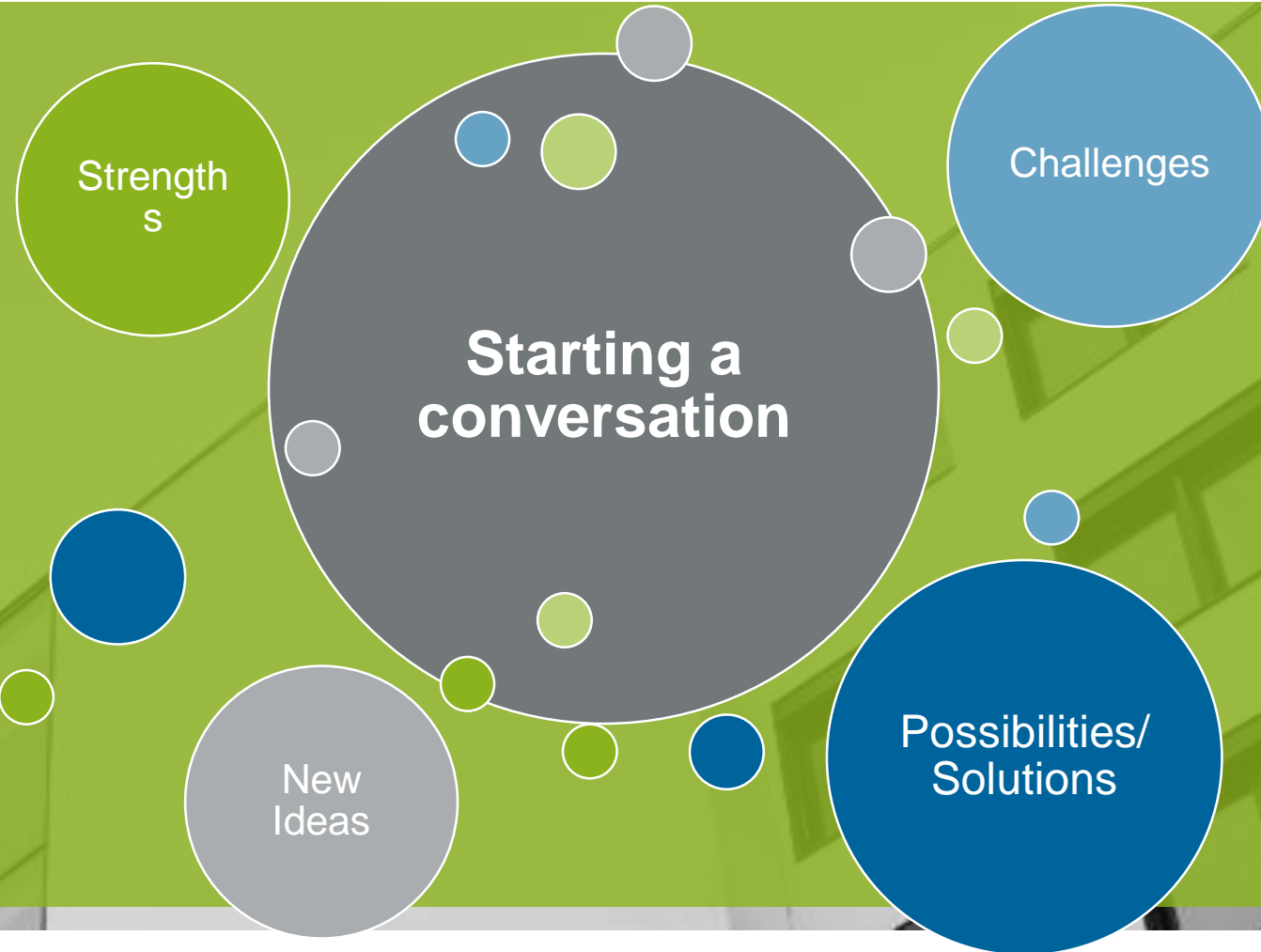
# Peer Exchange & Reflection

LOs shape teaching & learning (Assessment & Learning Activities)  
Changes might influence the LOs

BUT WHAT IF YOU ARE ALONE IN THE LECTURE HALL?

**Let's get together and talk about it!**

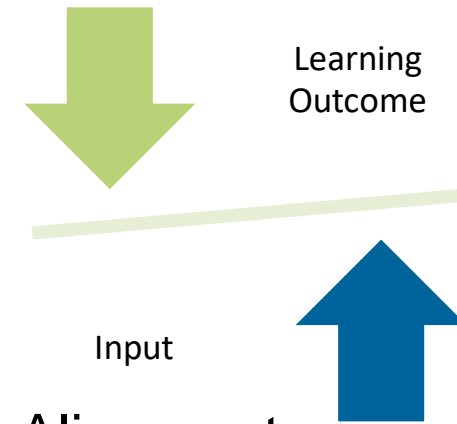
# Main Goals of Peer Exchange & Reflection



Any course should take part once every two years, i.e. approx. 25% of the courses per semester (approx. 100 source courses).

# Lessons learned so far...

- Paradigm Shift in teaching:
  - INPUT vs. OUTCOME
  - Importance of Assessment & Assignments: Constructive Alignment
- Peer Exchange & Reflection as key player in continuous improvement
- Clearance of processes & framework



# Thank you for your attention!



Questions, Comments, Contact  
Mag, Dr. Sylvia Lingo  
UAS Technikum Wien | Teaching and Learning Center



[technikum-wien.at](http://technikum-wien.at)