



UNIVERSITÄT  
LEIPZIG



**dghd**  
Deutsche Gesellschaft  
für Hochschuldidaktik

## Call for Submissions

48<sup>th</sup> German Association for Academic Development  
(dghd) Annual Conference 2019

### **(Re-)generation of higher education teaching**

Continuity of education, quality development and higher education practice

At the beginning of March 2019 the 48<sup>th</sup> annual conference of the German Association for Academic Development (dghd) will take place at Leipzig University.

Anyone whose tasks include good teaching, quality development of higher education teaching and learning and the further development of higher education didactics, are invited to participate in the Call for Submissions and help shape the conference. In order to also reach out to international higher education teachers, we would be delighted to receive submissions in German and English!

The conference will be organised by Leipzig University in cooperation with the Saxony's Centre for Teaching and Learning (HDS).

15 June 2018	Publication of the Call for Submissions in German
15 July 2018	Publication of the Call for Submissions in English Conference-Tool for submission is online
15 September 2018	Deadline for submissions for all contributions ends
30 November 2018	Responses to the submissions
6 December 2018	Beginning of registration for the conference Publication of the provisional programme
5-6 March 2019	Pre-conference & commissions, public companies, project groups
<b>6-8 March</b>	<b>German Association for Academic Development (dghd) Annual Conference 2019</b>
6 March 2019	Conference Dinner & Party "10 years of the Saxony Centre for Teaching and Learning (HDS)"
7 March 2019	General meeting of the dghd

[www.dghd19.de](http://www.dghd19.de)

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## Call for Submissions – Page 1/2

### **(Re-)Generation of higher education teaching**

Continuity of Education, quality development and higher education practice

In recent years with the Bologna Process and the *Teaching Quality Pact* long-term and comprehensive measures for the improvement of study conditions and the quality of teaching have begun. This has once again placed study and teaching increasingly in the focus of public attention and also led to a *regeneration of higher education teaching*. However, at the same time a *new generation of higher education teaching* has emerged: higher education didactic personnel have been employed nationwide and at universities a new generation of academics has developed, who view it as self-evident to gain qualifications for current and future teaching duties, and who view the provision of corresponding further education and advisory services as a matter of course.

Building on the *Position Paper 2020* of the German Association for Academic Development (dghd) and the *Kölner Katalog for higher education teaching*, the aim of the annual conference of the German Association for Academic Development (dghd) 2019 is therefore to reflect on seven years of the Quality Pact for Teaching as well as demonstrate ways in which project-based offers can be converted into permanent structures. Taking up the current discussions from the work and research fields of higher education didactics, the aim is to examine higher education as part of the conference from the perspective of a targeted *continuity* (1) in relation to the educational mandate of the universities and (2) with regard to their organisational function in the *quality development* of study and teaching as well as (3) being investigated and reflected in their own *practical experience*.

### **Subject area I: Education as a mandate of university and higher education didactics**

The main educational mandate as part of study includes the preparation for a professional occupation and also personality development when engaging with science. In view of the fact that teaching and learning at universities is increasingly characterised by digitalisation and internationalisation, the direct contexts of specific acts of teaching are changing in the same way as the structural characteristics of study programmes. If higher education didactics wants to develop the quality of teaching and study as a whole, they must harmonise these objectives, demands and operating levels and consider them equally.

As part of this subject area this demand as well as the success factors and challenges in the realisation can be dealt with in various formats.

Submissions for this subject area must be located in the context of the following questions:

How is the preparation for a professional occupation supported in higher education teaching and didactics?

- How is the personality development in higher education teaching and didactics enabled?
- Which role does the digitalisation of higher education teaching play for the educational mandate?
- Which role does the internationalisation of universities play in the educational mandate?
- On which operating levels are objectives and demands addressed and how are they addressed?
- In which manner are students involved?



## Call for Submissions – Page 2/2

### **Subject area II: higher education didactics in the quality development of study and teaching**

With regard to the university as an institution, organisational success factors for sound, professional teaching are shaped with the help of employees of higher education didactics. This means academic insights and recommendations about teaching and learning at universities are provided, so that teaching staff, university management and politics can make nuanced and evidence-based decisions. In order to guarantee a lasting quality development of study and teaching, higher education didactics must be linked to the quality management at universities and the cooperation with teaching-related committees of academic autonomy must be developed and professionalised.

In this subject area it is essentially the link with the quality development and the cooperation with teaching and learning-related committees of academic autonomy and the further professionalisation of this area of activity that should be discussed.

Submissions for this subject area must be located in the context of the following questions:

- Which stakeholders in higher education and politics require precisely which information from higher education didactics in order to make nuanced and evidence-based decisions?
- How and in what form, with which roles and toward which objectives do higher education didactics stakeholders cooperate with institutions of quality management at universities?
- How and in what form, with which roles and toward which objectives do higher education didactics stakeholders cooperate with authorised representatives and committees of academic autonomy?

### **Subject area III: Higher education didactics as a profession – Organisations of higher education didactics**

Apart from the theoretical approach, higher education didactics considers itself a discipline which (historically) developed from practice and has the aspiration of being effective in practice. The career profile of “higher education teacher” has developed with the *Teaching Quality Pact* in manifold ways and become more sophisticated. In the process the roles and activities of a higher education teacher go beyond purely research tasks and include the profiles of workshop leader, advisor and coach, organisational developer and education or programme manager to leader of higher education organisational units, associations and networks.

At present and in the future it is important to further consolidate the occupational field of higher education didactics between research and practice and convert project-based offers into lasting structures. The accompanying challenges should be portrayed in the events of this subject area.

Submissions for this subject area must be located in the context of the following questions:

- Which demands do university management, politics and funding programmes make on higher education institutions?
- Which organisational form(s) do we have? Where do we want to go? And how can we get there?
- Do we have professional ethics? What are they? How can we achieve them?
- What is the current state of the qualification/training of higher education teachers?
- Where does higher education didactics stand as a profession of the higher education system?



## Call for Submissions – Formats Page 1/2

Submissions can be made in the following formats in German or English:

### **Discourse workshop 90 or discourse workshop 180**

In a discourse workshop covering 90 or 180 minutes higher education didactics initiatives or measures in their effect on the normal operation of a university are examined and discussed from a minimum of two and a maximum of four perspectives with several contributors, and furthermore, stages of implementation are formulated. In the integration of the various perspectives the participants are incorporated in different ways. The submission is made as a joint group submission. The group is responsible for the organisation of the entire discourse workshop.

### **Initiator forum**

In several initiator forums, innovative theories, research questions or insights from higher education didactics (local or comparative) research are highlighted for discussion in three 20 minute contributions. In a semi-circular assembly of people those giving the lectures will be in interactive contact with the participants. 10 minutes remain for questions, feedback, statements by the audience. The Chairs of an initiator forum enable through their presentation and delivery to the audience the contact and active exchange between the initiators and the audience.

The submission is made as an individual submission (individual person or several persons). The composition of the initiator forums is made by the programme committee and the Chairs of the respective subject areas.

### **Simulation game (Pre-Conference)**

Specific challenges and contexts can be experienced as realistically and practically as possible through the simulation of a practical situation in simulation games. The essence of the simulation game is to make the necessary decisions and simulate consequences, so that subsequent joint reflections can be made. In the planning of simulation games it is essential to observe the time constraint to the pre-conference from 05.03.2019 (from 14:00) to 06.03.2019 (until 12:00).

The submission is made as an individual submission (individual person or several persons).

### **Poster presentation**

Posters about current challenges of the three subject areas will be presented in several poster galleries. The posters must be either accompanied on-site by a person responsible for the poster or via an audio or video message, which can be found via a QR Code on the poster.

The submission is made as an individual submission (individual person or several persons).



## Call for Submissions – Formats Page 2/2

Submissions can be made in the following formats in German or English:

### Doctorate presentation (Pre-conference)

The PhD candidate forum supports PhD candidates who are researching a higher education didactics topic as part of their doctorate. Particularly in the early stage of their doctorate PhD candidates can introduce their doctorate or research concept in the forum and discuss it with others. The PhD candidate forum will be presented by members of the research commission of the German Association for Academic Development (dghd): NN.

The submissions are made as an individual submission (individual person or several persons).

### Lecture

In a maximum 45 minute lecture (including discussion) a research-based talk can be given on one of the three subject areas. The focus is on the academic-theoretical importance of the lecture. The possible subsequent discussion must be presented by the person giving the lecture. The submission is made as an individual submission (individual person or several persons). The composition of the lecture sessions (two lectures/ session) is made through the programme committee and the Chairs of the respective subject areas.

### Workshop

In workshops there will be the opportunity to introduce projects, measures and developments about the three higher education subject areas, actively address them with participants and describe the chances and limits for the influence on the normal operation of the university. Workshops cover 90 minutes, the involvement of the participants can take place in a number of ways.

The submission is made as an individual submission (individual person or several persons)

It is expected that the formats in the three subject areas will be offered in the following number of events:

Type of event	Subject Area I	Subject Area II	Subject Area III
Discourse workshop 90	10	10	4
Discourse workshop 180	3	3	2
Initiator forum	3	3	2
Simulation	2	2	1
Poster gallery	1	1	1
Lecture session	6	6	2
Workshops	14	14	10

Example: In subject area I there are three initiator forums with three contributions respectively. In all subject areas there is a poster gallery with up to 30 posters respectively.



## Call for Submissions – Submission

The submission is made via the conference tool. You can access the platform from 15 July 2018 via the website

**Deadline for submission: 15 September 2018**

As part of the submission you are asked to categorise your contribution. The following category system is used for this:

- 1.) The contribution can be allocated more to the following focal point:
  - Practical contribution
  - Research contribution
- 2.) The contribution will be submitted and carried out in the following language:
  - German
  - English
- 3.) About the individual subject areas:

Subject area I	Subject area II	Subject area III
<ul style="list-style-type: none"> <li>• Professional qualification</li> <li>• Personality development</li> <li>• Specific acts of teaching</li> <li>• Lecture/Module</li> <li>• Course of study/Curriculum</li> <li>• Internationalisation</li> <li>• Digitalisation</li> </ul>	<ul style="list-style-type: none"> <li>• University management</li> <li>• Academic autonomy</li> <li>• Accreditation/Quality management</li> <li>• Course of study/Curriculum</li> <li>• Lecture/Module</li> <li>• Internationalisation</li> <li>• Digitalisation</li> </ul>	<ul style="list-style-type: none"> <li>• Institution/Organisation</li> <li>• Profession/Professional ethics</li> <li>• Qualification/Training</li> <li>• University management</li> <li>• Funding programmes/structures</li> <li>• Internationalisation</li> <li>• Digitalisation</li> </ul>

- 4.) It is enquired whether
  - students as co-contributors (yes/no)
  - teachers as co-contributors (yes/no)
  - practice partners as co-contributors (yes/no)
 are involved.

Furthermore up to three of your own keywords can be provided.

### Publications

All positively reviewed contributions can be submitted for publication after the conference. The guidelines for publication and dates for submission will be announced after the conference.



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## Call for Submissions – Registration & Conference venue

### Registration

Registration for the conference is possible with publication of the provisional conference programme from 6 December 2018.

### Conference fees

- 130 Euro for German Association for Academic Development (dghd) members. For each dghd member two persons from the member institution can register at the German Association for Academic Development (dghd) member tariff (130 Euro per person).
- 180 Euro for non-members of the German Association for Academic Development (dghd).
- 130 Euro for employees of universities in Saxony and Saxony's Centre for Teaching and Learning (HDS) certificate holders.
- 30 Euro for students (sending the enrolment certificate by email is required.)

### Conference venue

The conference will take place at the university main campus in the centre of Leipzig. Leipzig has good transport connections through the national rail service, the Halle-Leipzig airport and the Autobahn (A9, A14 and A38) as well as by intercity buses.

### Hotel allocation

A large number of hotels of various price ranges offer overnight accommodation in the city centre for conference visitors. Please note that hotels in Leipzig are in high demand all year round. Therefore, we highly recommend booking a room in good time. You can use the hotel list provided by us on the conference homepage. An allocation of around 200 rooms will be made available. Further details will follow.

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