

SYMPP - (18622) - PEER LEARNING FORUM AS A POSSIBILITY OF PEDAGOGICAL TRAINING PROGRAMMES IN HIGHER EDUCATION

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Short Abstract

German universities have in the past seen themselves strongly as scientific and elite organisations (Hüther & Krücken, 2016). Today they are confronted with the mission of educating young people who have more diverse educational biographies than some decades before (Knauf, 2016). While learning objectives remain the same, students have changed. Therefore, it seems helpful to reframe teaching and to try out new forms of teaching.

In Germany, freedom of research and teaching continues to be a high priority. This results in a high degree of autonomy for professors in the design of teaching and development of curriculum. Therefore, there are hardly any possibilities for control through guidelines from the university and policy.

This leads to the question of what pedagogical training programmes for professors might look like. The aim of this contribution is to introduce such a pedagogical training programmes for professors and present first empirical findings of evaluation.

To this end, we have developed a *Peer Learning Forum* at Justus Liebig University, which is funded within the framework of the Giessen Teacher Offensive (GOL). The project has been running since 2017 and approximately 4 - 6 meetings are organised per year. The *Peer Learning Forum* is aimed exclusively at professors and so-called tenured lecturers. Participation is voluntary and you can register separately for each date. The participants determine which topics they want to devote to themselves. The research group is taking over the organisation and moderation, but is not getting involved in any training.

References

Hüther, O. & Krücken, G. (2016). *Hochschulen: Fragestellungen, Ergebnisse und Perspektiven der sozialwissenschaftlichen Hochschulforschung*. Berlin: Springer-Verlag.

Knauf, H. (2016). Hochschule. In I. Hedderich, G. Biewer, J. Hollenweger & R. Markowetz (Hrsg.), *Handbuch Inklusion und Sonderpädagogik* (S. 298–303). Julius Klinkhardt.