Co-creating HE teaching

A case study of HERMAION, a student-run curricular course at Ruhr-Universität Bochum

Which country do you live/work/study in?

france
cz
ireland
austria
kosovo
lithuania
belgium
finland
hungary
russia
poland
switzerland
spain
italy
norway
netherlands
croatia
turkey
czech republic
romania
portugal
czechia

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What is your academic discipline?

physics · culture · history · telecommunications · life sciences · classical philology · engineering · business and management · sociology · genderstudies · education · medicine · mathematics · biology · biotechnology · cartography · engeneering · psychology · public administration · pedagogy · law · computer science · english stusies · literary studies · english · music · philosophy · civilizational analysis · life science

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What is HERMAION?

What is HERMAION?

- student-run lecture format

- designed, managed, taught and evaluated by students

- interdisciplinary, focus on literary studies

- first round: summer semester 2018

Who is HERMAION?

- student project team: Kristina Ahrens, Kirsten Jüdt & Robert Queckenberg

- inStudies (financial and project management support)

- Teacher Advisory Board: Prof. Linda Simonis (Comparative Literature), Prof. Reinhold Glei (Classical Philology), Prof. Roland Weidle (English Studies)

- 11 student-teachers from 4 different philological departments

The HERMAION training program

- workshops on self-reflection & role-change, presentation skills and interactive elements

- individual coaching process

- rehearsals

Assessment

- shared assessment responsibility: student lecturers, student organisers, Teacher Advisory Board
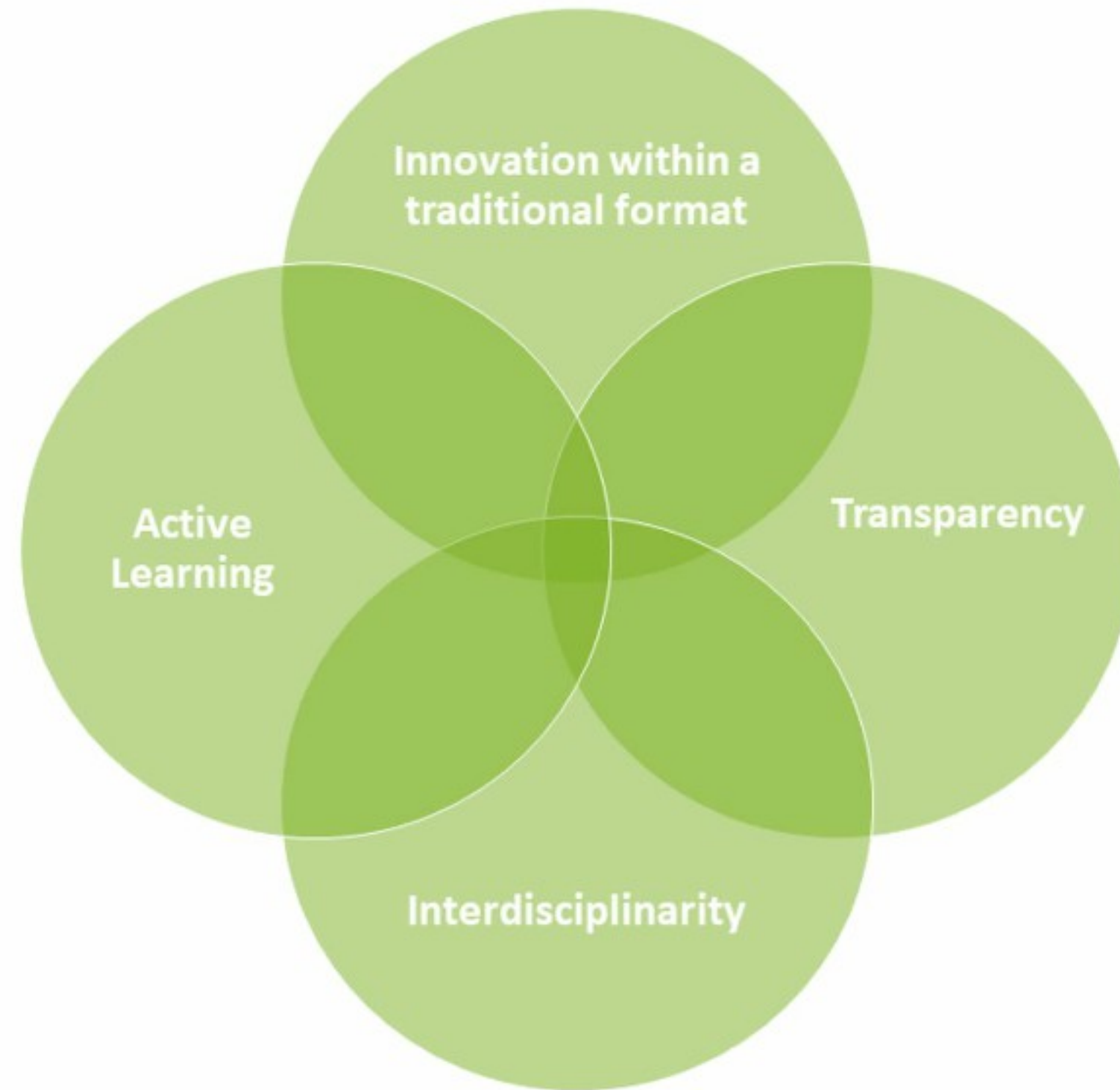
- online exam + 1-3 essay tasks

Some figures about HERMAION

- included in the curriculum of 5 philological departments

- 77 students signed up

- 60 joined the moodle course

- 40 handed in essays and took part in the exam

- regular attendance: 30-40 students

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Shift of focus

- from student research to peer teaching
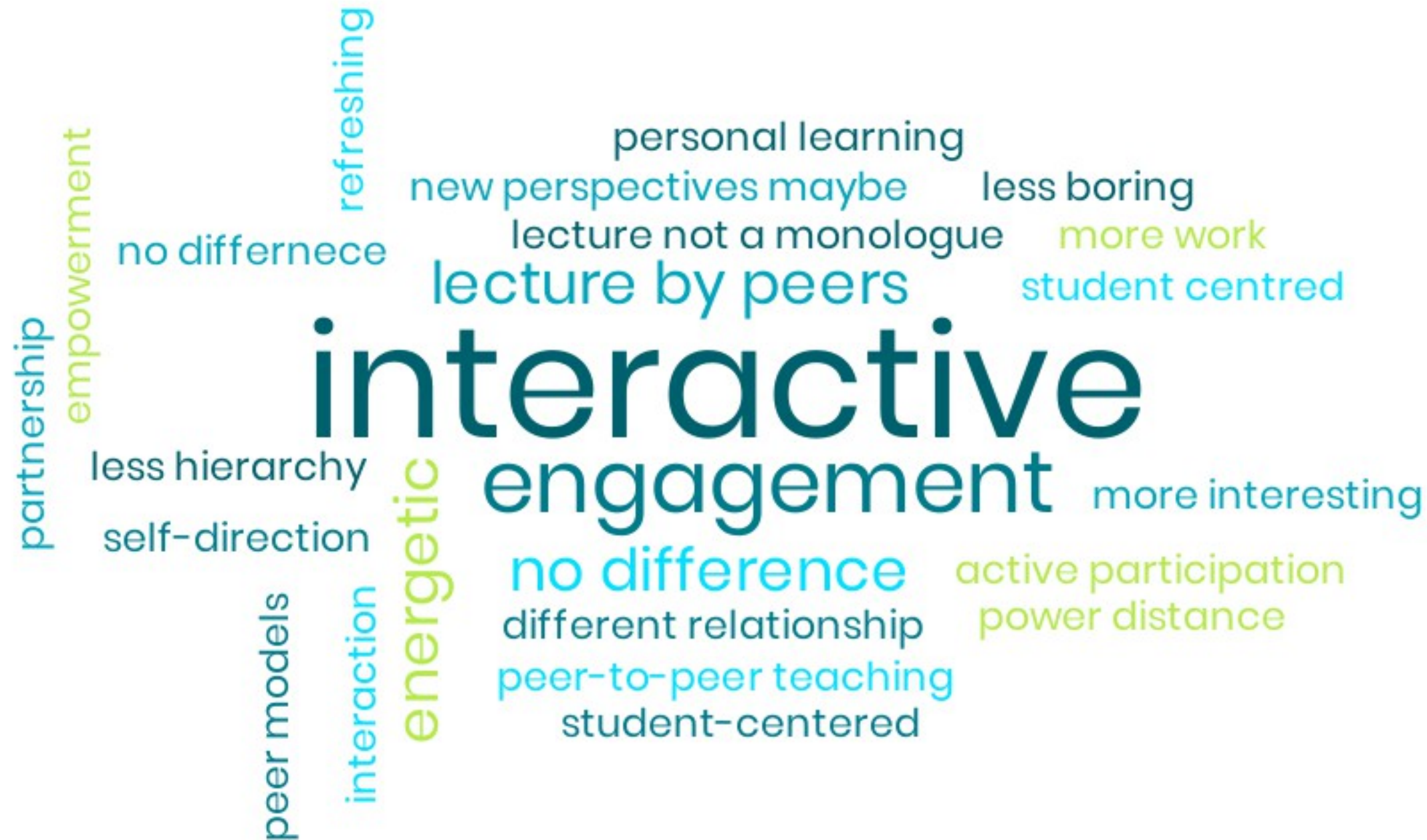- from student teachers to student learners

According to our evaluation, the students...

- gained insight into student research
- gained motivation for their own research projects
- liked the research story element
- liked the essays as the main method of assessment
- liked the interactive elements, particularly Mentimeter

Name one difference to a "normal" lecture you think our students mentioned.

interactive
engagement
lecture by peers
no difference
personal learning
new perspectives maybe
lecture not a monologue
less boring
more work
student centred
more interesting
active participation
power distance
different relationship
peer-to-peer teaching
student-centered
refreshing
empowerment
partnership
no differnece
less hierarchy
self-direction
energetic
interaction
peer models

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Perceived differences to a "normal" lecture

- fun and more relaxed atmosphere

- diversity of topics and lecture styles

- interactive elements

- lower age-gap resulting in a higher degree of identification

- being on equal footing with the lecturers

- student lecturers more open, more honest and more motivated

Added value of student teaching

- inspirational and motivational potential

- new and refreshing lecturing style

- practical tips from peers

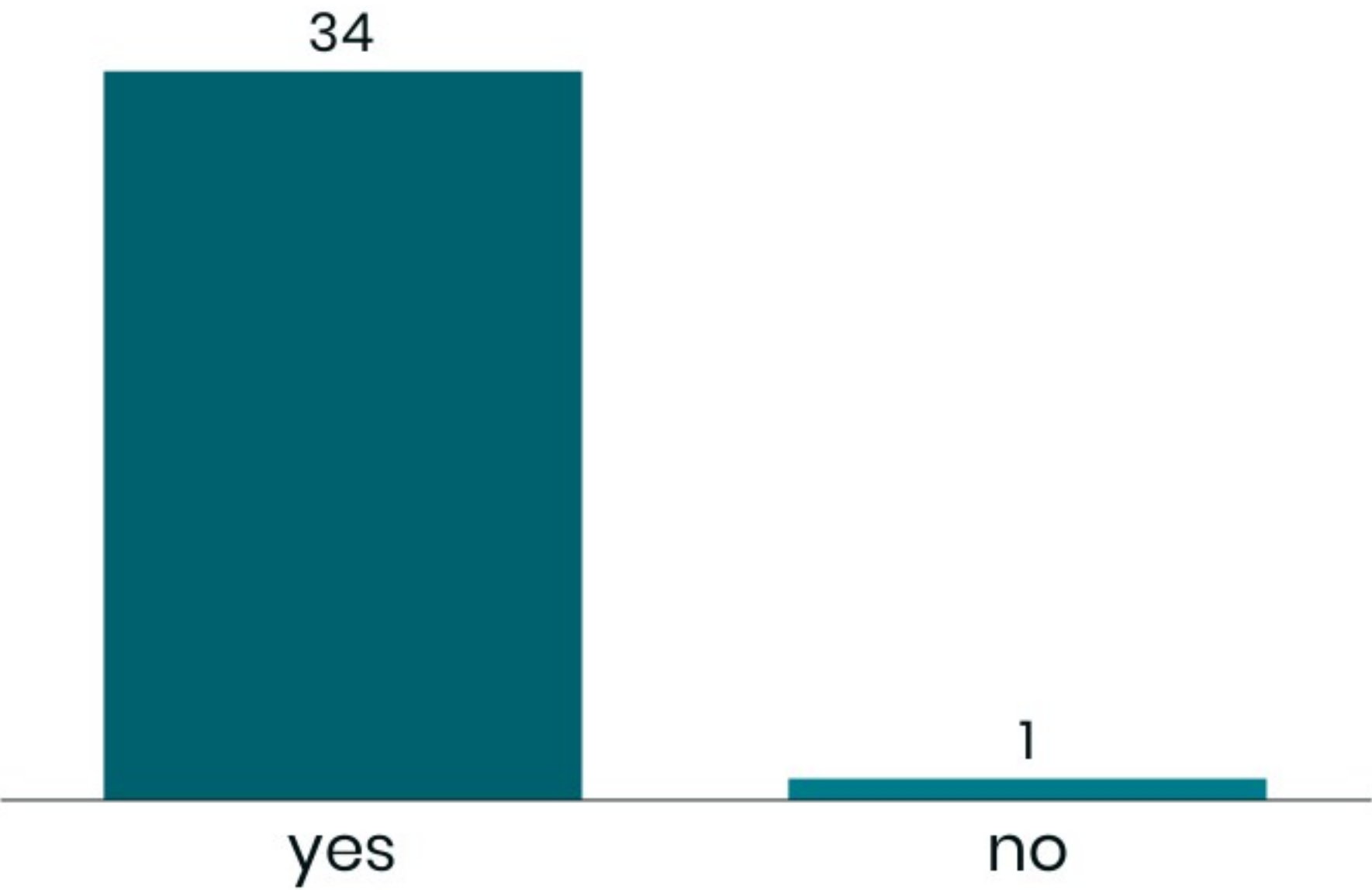- giving students the opportunity to try out teaching

Conclusion

- power of peer relationships on all levels
- co-creation of teaching as a second pillar of active learning
- students as active instigators of change in university education

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Do you think a similar format could be successful in your discipline?

yes: 34
no: 1

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What could be the specific added value of student teaching in your discipline?

authentic learning

more active learning methods

Other point of view

asking the dumb questions will be easy

Student empowerment

Other forms than lectures

Engaging students more intensely

Student speak in a student way to students

Interdisciplinairy

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What could be the specific added value of student teaching in your discipline?

ownership

Sharing own experience, lower power barriers

More motivation and participation

Variety of topics and new perspective

inventing new scientific topics

Students being more responsible

Community of learning

Metacognition

Recognition of extracurricular student engagement

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What could be the specific added value of student teaching in your discipline?

Better learning outcomes - to teach something is a good way to learn something

Increase the motivation

Enrollment of technology

Effective help to overcome "bottlenecks" of learning

new perspectives and more interest

Learn what orher students think and how they work

limited time of students to involve in this form of learning for many subjects

Financing.

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What could be obstacles preventing successful implementation?

| faculty | Students | Resources |

| Student resistence | Lack of support from the institution | apathy |

| Legal hinders | A problem in trusting students at this extent | Human resources |

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What could be obstacles preventing successful implementation?

Financing	Competence	Tight conservstive curriculum
work overload for the organising student team	Professors	No obstacles if passionate
Teacher resistance	University is unsupportive	Disempowers teachers

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What could be obstacles preventing successful implementation?

bureaucratic processes of implementation innovation in teaching

unsystematic learning approach