

Die Blended University

Auf dem Weg zur Lernarchitektur der Zukunft

PD Dr. Malte Persike

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Wissenschaftliche Serviceeinrichtung,
ca. 70 Mitarbeitende in 4 Abteilungen.



„Im Bereich der Lehre versteht sich die RWTH als Präsenzuniversität, die umfassend digital agiert.“

(Hochschulentwicklungsplan der RWTH, 2022)

„Die klassische Vorlesung, d.h. Frontalunterricht, hat nach unserem Verständnis weitgehend ausgedient“

UNSERE VISION: VOM BLENDED LEARNING ZUR „BLENDED UNIVERSITY“

Wie sieht die Hochschule der Zukunft aus?
Wir sind uns sicher, die Zukunft der Lehre an Hochschulen wird weder in der reinen Präsenz liegen, die ohne digitale Medien auskommt, noch in der reinen Online-Lehre. Wir glauben, sie liegt vielmehr in der „Blended University“. Der folgende Text wagt einen visionären Blick in die Zukunft, wie die Hochschule von morgen aus Sicht der Autor:innen aussehen könnte.

VON JANNICA BUDE, JULIUS-DAVID FRIEDRICH & JOSEPHINE SAMES

Das Hochschulforum Digitalisierung (HFD) beschäftigt sich seit seiner Gründung mit der Frage, wie die Zukunft der Hochschule aussieht. Digitalisierung bzw. digitaler Wandel ist hierbei das zentrale Stichwort. Doch gibt es ganz unterschiedliche Vorstellungen, was das, insbesondere für den Kontext von Studium und Lehre, eigentlich bedeutet. Gerade durch die Erfahrungen während der Pandemie befürchten viele Hochschulangehörige, dass der digitale Wandel (und das HFD gleich mit) die Hochschulen als Orte abschaffen und ausschließliche Online-Lehre als neues Normal etablieren will. Entsprechende Mythen zur Online-Lehre als zukünftiges Sparmodell müssen immer wieder aufs Neue widerlegt werden (siehe HFD Diskussionspapier 13:

[9 Mythen des digitalen Wandels in der Hochschulbildung](#)).¹ Vielmehr zeichnet sich unsere Vision von der Hochschule der Zukunft durch einen ausgewogenen Mix aus Präsenzlehre und digitalen Elementen aus. Allerdings nicht im Sinne einer Anreicherung (siehe Abb.1, S. 14), wie sie vor der Pandemie bereits 2016 an 73 % der Hochschulen Standard war – man denke an den Einsatz von Clickersystemen im Hörsaal, die Bereitstellung der Materialien über Lernmanagementsysteme oder Vorlesungsaufzeichnungen.² All dies hat aus unserer Sicht Studium und Lehre nicht wirklich verändert. Stattdessen war und ist bei vielen Expert:innen der Leitgedanke der letzten fünf bis zehn Jahre „Blended Learning“. Genau hier setzt unsere Vision einer „Blended University“ an.

strategie digital

MAGAZIN FÜR HOCHSCHULSTRATEGIEN IM DIGITALEN ZEITALTER
AUSGABE #02 / MÄRZ 2022

UNSERE VISION

Vom Blended Learning zur „Blended University“

PROBLEM-BASED LEARNING

Bottom-Up zur „Blended University“ an der Universität Maastricht?



Erfurt 29 04 2022

Besonders die digital unterstützte Lehre wird [...] noch nicht in jedem Fall angemessen in den Lehrverpflichtungsverordnungen angerechnet

Empfehlungen
für eine **zukunftsfähige**
Ausgestaltung von
Studium und Lehre

Die Blended University [...] würde Studierenden eine ausgewogene Mischung aus Lernerfahrungen auf dem Campus und einem punktuellen digitalen Fernstudium bieten und durch leicht zugängliche, interaktive und personalisierte Lernangebote ein ebenso produktives wie inspirierendes Studium ermöglichen.

Funda Seyfeli | Laura Elsner | Klaus Wannemacher

Vom Corona-Shutdown zur Blended University?

ExpertInnenbefragung Digitales Sommersemester



Hybride
Lehre

Digitales
Lernen

Blended
University

Generative KI
und Schlüssel-
Kompetenzen

Hybride Lehre



STIFTERVERBAND

Ⓢ / PRESSEMITTEILUNGEN / HOCHSCHUL-BAROMETER: ZUKUNFT DER LEHRE IST HYBRID /

HOCHSCHUL-BAROMETER: ZUKUNFT DER LEHRE IST HYBRID

10.12.2021

Mehr als ein Drittel der Vorlesungen könnten auch in Zukunft digital stattfinden. Für hybride Lehre müssen Lernorte und IT-Infrastruktur weiter ausgebaut werden. Trotz Pandemie ist die Stimmung unter den Hochschulleitungen so gut wie nie, vor allem unter den privaten Hochschulen. Das sind Ergebnisse des aktuellen Hochschul-Barometers, herausgegeben vom Stifterverband und der Heinz Nixdorf Stiftung.

Studierende wünschen sich auch nach der Pandemie mehr digitales Lernen

🏠 CHE » Studierende wünschen sich auch nach der Pandemie mehr digitales Lernen



Suchen..



Aktuelle Meldungen

U-Multirank 2022: Deutsche Hochschulen Weltklasse in der internationalen Ausrichtung

Berufsakademien weisen im Vergleich zu Dualen Hochschulen



Mehrwerte?

Für Lernende

Für Dozierende

Für die Institution

Mehrwerte für Lernende

Räumliche und zeitliche
Flexibilität

Überschneidungsfreiheit

Wiederholbarkeit im
Falle der Aufzeichnung



Mehrwerte für Dozierende

„Eventuell erreiche ich mehr Teilnehmende.“

Keine didaktischen Vorteile mit Ausnahme sehr spezieller Szenarien



Mehrwerte für die Institution

Raumauslastung

Kostenoptimierung

Inklusion

Wettbewerbsvorteil



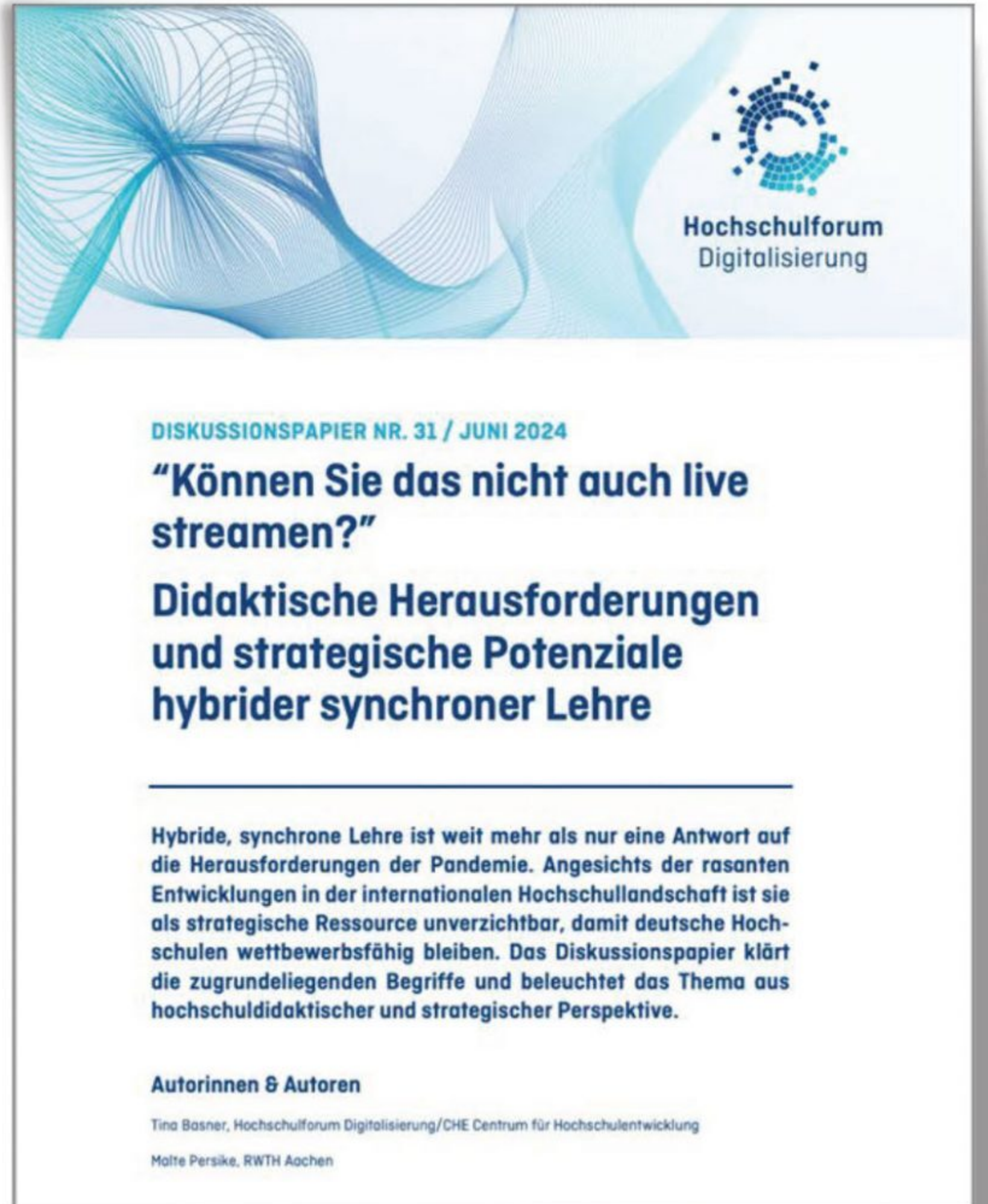
Hybride Lehre

Strategische Potenziale

Gelingsbedingungen

Didaktische

Herausforderungen



**Hochschulforum
Digitalisierung**

DISKUSSIONSPAPIER NR. 31 / JUNI 2024

“Können Sie das nicht auch live streamen?”

Didaktische Herausforderungen und strategische Potenziale hybrider synchroner Lehre

Hybride, synchrone Lehre ist weit mehr als nur eine Antwort auf die Herausforderungen der Pandemie. Angesichts der rasanten Entwicklungen in der internationalen Hochschullandschaft ist sie als strategische Ressource unverzichtbar, damit deutsche Hochschulen wettbewerbsfähig bleiben. Das Diskussionspapier klärt die zugrundeliegenden Begriffe und beleuchtet das Thema aus hochschuldidaktischer und strategischer Perspektive.

Autorinnen & Autoren

Tina Basner, Hochschulforum Digitalisierung/CHE Centrum für Hochschulentwicklung
Malte Persike, RWTH Aachen

Empirische Evidenz

Clarivate

English ▾ Products

Web of Science™ Search Marked List History Saved Searches and Alerts Sign In ▾ Register

Search > ... > Results for "simultaneous t... > Results for hybrid simultaneous teaching (All Fields)

29 results from Web of Science Core Collection for:

hybrid simultaneous teaching (All Fields)

Analyze Results Citation Report Create Alert

Google Scholar

hybrid simultaneous teaching

Articles About 184 results (0,09 sec)

Auf dem Weg zur Blended University



Hochschulstrategie statt Bottom-Up

Partizipation multipler Statusgruppen

Bedarf an empirischer Evidenz

Digitales Lernen

Digitale Lernmedien

Digital im Eigenstudium



length Research Paper

The effect of thematic video-based instruction on learning and motivation in e-learning

Yuh-Tyng Chen

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E-mail: i5438888@pchome.com.tw, t00137@mail.tut.edu.tw

Purpose of this study was to develop and evaluate the video on demand learning system. This integrated the thematic instructional strategy into interactive video-based instructional theory of multimedia learning and investigated the participant's performance through post-test, IMMS and the experimental teaching environment, students could easily hyperlink to the related content simultaneously without any extraneous cognitive load. Also, the experimental teaching environment could be used simultaneously.

Accepted 23 January, 2012



University of the West of England

Hill, J. L. and Nelson, A. (2011) New technology, new pedagogy? Employing video podcasts in learning and teaching about exotic ecosystems. *Environmental Education Research*, 17 (3). pp. 393-408. ISSN 1350-4622 Available from: <http://eprints.uw.edu.au/1350-4622>

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Information & Management

Instructional video in e-learning: Assessing the impact of interactive video on learning effectiveness

Dongsong Zhang^{a,*}, Lina Zhou^a, Robert O. Briggs^{b,c,d}, Jay F. Nunamaker Jr.^c

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^bGroupSystems Corporation, Tucson, AZ 85719, USA
^cDepartment of Information, the University of Arizona, Tucson, AZ 85719, USA
^dThe Netherlands

Nynke Bos Factors Facilitating Effective Behavior in a Blended Learning Environment

Available online at www.sciencedirect.com
ScienceDirect
Computers in Human Behavior 24 (2008) 786–797
www.elsevier.com/locate/compehu

The effects of video on cognitive load and social presence in multimedia-learning

Bruce D. Homer^{a,*}, Jan L. Plass^b, Linda Blake^a

^a Department of Applied Psychology, New York University, 230...
^b ...

Computers & Education
journal homepage: www.elsevier.com/locate/compedu

Effect of podcasting on student motivation in the online learning environment

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INFO

ABSTRACT

Researchers investigated the impact of podcasting on student motivation in the online learning environment during fall 2008 and spring 2009. Data were collected from students enrolled in five courses at a research university in the United States. One hundred and sixty-one students completed a version of the Instructional Materials Motivation Survey (Keller, 2006); it has low reliability, confidence, and satisfaction. Strong positive relationships between all variables were found. Results indicate students were moderately motivated by the use of podcasts. Statistically significant differences in student motivation based on gender, class level, and online learning experience were found. Benefits of using podcasts and recommendations of the multimedia files were offered by users.

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Information Technology Education in Practice

Learning from Online Video Lectures

H. David Brecht

California State University, Sacramento, California, USA

Brecht@csus.edu; gomailroof@comcast.net

Executive Summary

This study empirically examines the instructional value of online video lectures – videos that an instructor prepares to supplement classroom or online-broadcast lectures. The study examines data from a classroom course, where the videos have a slower, more step-by-step lecture pace than the classroom lectures; student use of videos is voluntary, can be tailored by students to their learning and topic-review needs, and can occur when and where students learn. The study's objectives are to identify and measure types of learning benefits, and to determine if learning is different from classroom learning.

Internet and Higher Education 14 (2011) 262–268

Contents lists available at ScienceDirect

Internet and Higher Education

ELSEVIER

Lecture capture in large undergraduate classes: Student perceptions and academic performance

Ron Owston^a, Denys Lupshenyuk, Herb Wideman

^aDepartment of Learning Technologies, York University, 4700 Keele St., Toronto, Ontario, Canada M3J 1P3

INFO

ABSTRACT

Many higher education institutions are now digitally capturing lectures in courses and making them available on the Web for students to view and in any place. This study is an attempt to explore the relationship between student perceptions of lecture capture and academic performance in large undergraduate courses where the practice is most commonplace. Students in five large undergraduate courses (N = 439) responded to a survey on their perceptions of lecture capture used as three different media. Academic performance was measured by the final course grade. Results suggest that higher achieving students view recordings significantly less often than low achievers. High achievers also tend to fast forward recordings more often than low achievers. Low achievers view the course recordings multiple times.

What pace is best? Assessing adults' learning preferences for slideshows and video

Kara Sage, Hamilton College, United States

ARTICLE

Computers & Education 76 (2014) 237–249

Contents lists available at ScienceDirect

Computers & Education

journal homepage: www.elsevier.com/locate/compehu

Appropriate media choice for e-learning effectiveness of learning domain and learning style

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ARTICLE INFO

ABSTRACT

As the number of online education and training programs increases, it is important to investigate ways to design and deliver learning experiences that affect learning effectiveness.

Lernen verbessert sich.

Oder auch nicht.

Peer Grading

Gegenseitiges Bewerten



Dynamics of Peer Grading: An Empirical Study

Luca de Alfaro*
University of California, Santa Cruz
Department of Computer Science
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Michael Shavlovsky
University of California, Santa Cruz
Department of Computer Science
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Implementation of Peer-Review Framework Assignments

Richard N. Zare, Charles T. Cox, Jr., Katherine Murphy, and Camille Bayas

Problem-solving is an important skill that students gain in the science classroom. This paper expands on the framework by discussing the impact of student peer review and timely feedback on the peer-review process.

Peer Grading in a MOOC: Reliability, Validity, and Perceived Effects

Heng Luo
John A. Dutton E-Education Institute, Pennsylvania State University
Tony C. Robinson
Pennsylvania State University
University Park

ABSTRACT

Peer grading is widely used in MOOCs and in standard university settings. The quality of grades obtained via peer grading is essential for the educational process. In this work, we study the factors that influence errors in peer grading. We analyze 288 assignments from 25,633 submissions and 113,169 reviewer comments. We use a web-based grading tool, Grader, a web-based peer grading tool.

How effective can simple ordinal peer grading be?

Ioannis Caragiannis George A. Krimpas Alexandros A. Voudouris
Computer Technology Institute "Diophantus" &
Department of Computer Engineering and Informatics
University of Patras, Greece

Abstract

Ordinal peer grading has been proposed as a simple and scalable solution for computing reliable information about student performance in massive open online courses. The idea is to outsource the grading task to the students themselves as follows: at the end of an exam, each student is asked to rank—in terms of quality—a bundle of exam papers by fellow students. An aggregation rule will then combine the individual rankings into a global one that contains all students. We define a broad class of simple aggregation rules and present a theoretical framework for assessing their effectiveness. When statistical information about the grading behaviour of students is available, the framework can be used to compute the optimal rule from this class with respect to a series of performance objectives. For example, a natural rule known as Borda is proved to be optimal when students grade correctly. In addition, we present extensive simulations and a field experiment that validate our theory and prove it to be extremely accurate in predicting the performance of aggregation rules even when only rough information about the grading behaviour is available.

1 Introduction

Educational platforms such as level education to everyone who wants it. Educational platforms had more than 24 courses—and this number is growing. Massive open online courses (MOOCs) are offered on these platforms. A MOOC is a course that is offered on a platform and it takes advantage of the massive scale of the platform. The services offered include literally everything that a student could want. Even though the services are strongly dependent on their availability, the main source of revenue for these platforms is the performance of the students. The performance of the students is used to justify a student's enrollment.

Assessment Matters: Enriching Design Education Through Online Peer Critique

Jody Lawrence and Stephanie Watson Zollinger
University of Minnesota, St. Paul, MN

The Internet has enabled us to expand how and where we learn, and in many ways, it has made learning more accessible. In an era where the classroom has aggrandized beyond four walls, implementing assessment strategies has never been easier. Online technology has enabled shifts in pedagogical practice for design education, generating unique opportunities for students to connect with one another to critique and assess the development of their work. This paper presents three ways in which the authors have implemented the peer assessment to enrich their design courses and discusses how these activities impact the learning experience.

Keywords: Assessment, assessment strategies, design education, online peer assessment

J. EDUCATIONAL COMPUTING RESEARCH, Vol. 46(3) 313-333, 2012

UNDERSTANDING THE EFFECTIVENESS OF ONLINE PEER ASSESSMENT: A PATH MODEL

JINGYAN LU
University of Hong Kong

ABSTRACT

Peer assessment has been implemented in schools as both a learning tool and an assessment tool. Earlier studies have explored the effectiveness of peer assessment from different perspectives, such as domain knowledge and skills, peer assessment skills, and attitude changes. However, there is no holistic model describing the effects of cognitive and affective feedback, grading, prior knowledge, and earlier studies often discuss learning outcomes without ascribing them to particular causes. Moreover, few studies have differentiated between the effects of peer assessment on both assessors and assesseses. This study used a path model to investigate how two online peer-assessment activities—rubric-based assessment and peer feedback—affected the learning performance of assessors and assesseses. The results show that peer assessment activities had a positive impact on the learning performance of assessors and assesseses. The path model also revealed that peer assessment activities had a positive impact on the learning performance of assessors and assesseses through the mediating effect of learning outcomes.

Student perspectives on formative peer assessment: an attempt to deepen learning?

Philip Vickerman*
Liverpool John Moores University, Liverpool, UK

Improving the Peer Assessment Experience on MOOC Platforms

Thomas Staubitz, Dominic Petrick, Matthias Bauer, Jan Renz, Christoph Meinel
Hasso Plattner Institute, Potsdam, Germany
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dominic.petrick@student.hpi.de

ABSTRACT

Massive Open Online Courses (MOOCs) have revolutionized higher education by offering university-like courses for a large number of students. The paper at hand takes a look at the peer assessment experience on MOOC platforms and explores new ideas, which are added throughout the various steps of the workflow. This concept has been implemented on our own MOOC platform. Three courses, which have piloted in employing this technology have been evaluated. The rest of this paper is structured as follows: Section Foundations presents a summary on theoretical background, advantages, didactic importance, and common criticisms of peer assessment. Section State of the Art and Related Work discusses the current state of the art in peer assessment on MOOC platforms and introduces some small but crucial improvements.

Incentives for Truthful Peer Grading

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Computer Science Department
University of California
Santa Cruz, CA, 95064, USA

Technical Report UCSC-SOE-15-19
November 2015

Abstract

Peer grading systems work well only if users have incentives to grade truthfully. An example of a grading system that we observed in classrooms, consists in students assigning the maximum grade to all submissions. With a naive grading scheme, such as averaging the assigned grades, all students receive the maximum grade. In this paper, we develop three grading schemes that provide incentives for truthful peer grading. In the first scheme, the instructor grades a fraction p of the submissions. In the second scheme, the instructor grade deviates from the instructor grade. We provide lower bounds on the maximum grade that these schemes work only for moderate class sizes, up to a certain point. In the third scheme, these schemes work only for moderate class sizes, up to a certain point. In the third scheme, these schemes work only for moderate class sizes, up to a certain point.

Lernen verbessert sich.

Oder auch nicht.

Wikis in der Lehre

Kollaborative Wissenskonstruktion



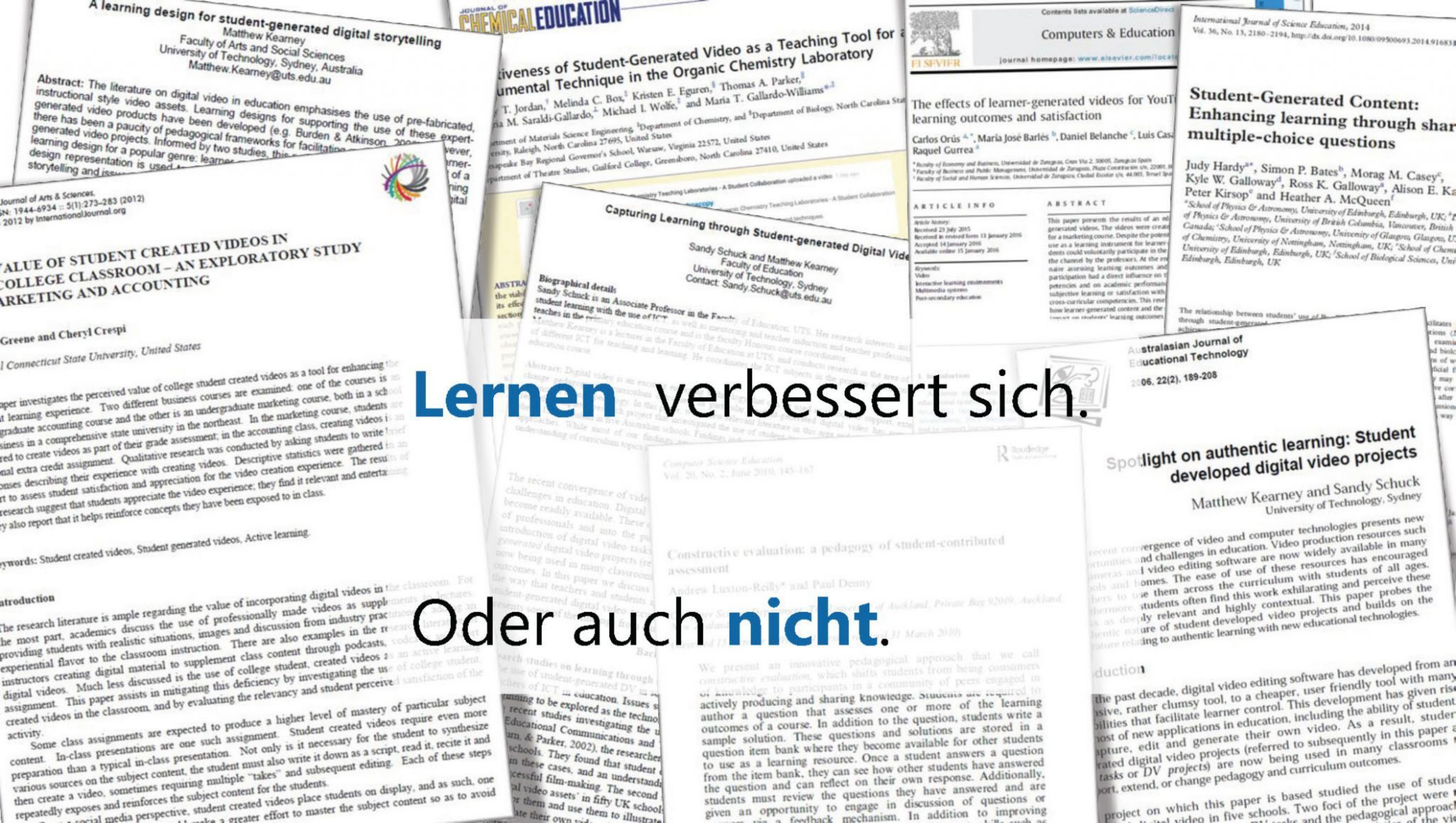
Student Generated Content

From Learning to Teaching



Lernen verbessert sich.

Oder auch nicht.





Virtual & Augmented Reality

Lernen fast wie in echt

Gruppenarbeitsformen

Kommunizieren & zusammenarbeiten



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 Computers in Human Behavior 23 (2007) 2256–2268
 www.elsevier.com/locate/combeh

ELSEVIER

Computers in Human Behavior

The effects of group composition of self-efficacy and collective efficacy on computer-supported collaborative learning

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^b Institute of Education, National

The Efficacy of Collaborative Learning Recitation on Student Outcomes

By KIM P. HUYNH, DAVID T. JACHO-CHÁVEZ, AND JAMES K. S.

For most students, freshman level introductory economic courses represent their first exposure to the science of economics and its powerful tools of reasoning. For most universities and colleges, students in several majors will be required to take at least one course in economics and will generally take that course in their freshman year. The tools taught in these courses offer students a basic understanding of economics. Despite the benefits afforded in understanding the principles of economics, anecdotally, there is little enthusiasm for learning economics, and many express fear that the course will be excessively difficult. One way to help overcome these obstacles is to incorporate opportunities for Collaborative Learning (CL) into the pedagogy. This addresses a criticism that undergraduate economic courses are too reliant on passive learning (lecture-only classroom activity), which was raised by William E. Becker and Michael Watts (1996). However, the efficacy of CL is an open question that we will address in this study.

Carol G. Johnston, Jenny McDonald, and Richard H. Jarman created a pair of intermediate level sections designed with a recitation. One section had a CL recitation learning component, and the other had a traditional recitation. Recitation participation was required at the cost of one hour per week for a 13-week course. Recitation students were broken into small groups and required to work through various problems; while in traditional recitation sections, they simply worked the same problems with tutor led. Their main question was whether the CL recitation sections were superior to their traditional sections. Their findings suggest that the CL recitation sections were superior to their traditional sections. In particular, the CL recitation sections were structured to incorporate the deep learning process. In particular, the CL recitation sections were structured to incorporate the deep learning process suggested by F. Marton (1976). However, their findings were an increase in student appreciation for the CL recitation sections.

Computers in Human Behavior
 Volume 27, Issue 1, January 2011, Pages 53–57

ELSEVIER

Superiority of collaborative learning with an affective explanation

Femke Kirschner ^{a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z}, Fre...

Abstract
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Available online at www.sciencedirect.com
ScienceDirect
 Computers & Education 51 (2008) 109–128
 www.elsevier.com/locate/compe

ELSEVIER

COMPUTERS & EDUCATION

The influence of students and teachers characteristics on the efficacy of face-to-face and computer supported collaborative learning

Solimeno ^{a,*}, Minou Ella Mebane ^b, Manuela Tomai ^a, Donata Francescato ^a

^a University of Roma La Sapienza, Facoltà di Psicologia 1, Via dei Marsi 78, 00185 Roma, Italy
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Received 21 December 2006; received in revised form 21 March 2007; accepted 22 April 2007

Triggers of Students' Efficacious Interaction in Collaborative Learning Situations

Elina Määttä ¹, Hanna Järvenoja ¹, and Sanna Järvelä ¹

Abstract
 This article presents a case study that investigated primary social interaction while working in small groups in science. The study examined students' efficacious interaction...

Abstract
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Collaborative learning: the effects of trust and open and closed dynamics on consensus and efficacy

Owen Harney · Michael J. Hogan · Benjamin J. Broome

Abstract
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Collaborative Training With a More Experienced Partner: Remediating Low Pretraining Self-Efficacy in Complex Skill Acquisition

Eric Anthony Day, Paul R. Boatman, Vanessa Kowolik, Jazmine Espejo, Lauren E. McEntire, and Rachel E. Sherwin, University of Oklahoma, Norman, Oklahoma

Objective: This study examined the effectiveness of collaborative training for individuals with low pretraining self-efficacy versus individuals with high pretraining self-efficacy regarding the acquisition of a complex skill that involved strong cognitive and psychomotor demands. **Background:** Despite support for collaborative learning and the educational literature and the similarities between collaborative learning and interventions designed to remediate low self-efficacy, no research has addressed how self-efficacy and collaborative learning interact in contexts concerning complex skills and learning. **Method:** One hundred fifty-five young male adults trained with a more experienced partner on a complex task in a laboratory environment. Participants were randomly assigned to either a collaborative or a non-collaborative condition.

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ScienceDirect
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 www.elsevier.com/locate/complumbbeh

ELSEVIER

Computers in Human Behavior

Evaluation of the efficacy of collaborative learning in face-to-face and computer-supported university contexts

Donata Francescato ^{a,*}, Rita Porcelli ^a, Minou Mebane ^a, Marcella Cuddetta ^a, Jane Klobas ^b, Paolo Renzi ^a

^a University of Roma La Sapienza, Facoltà di Psicologia 1, Via dei Marsi 78, 00185 Roma, Italy
^b The Graduate School of Management, The University of Western Australia and Bocconi University, 35 Stirling Hwy, Nedlands 6009, Western Australia

Available online 28 March 2005

Abstract
 This article presents a case study that investigated primary social interaction while working in small groups in science. The study examined students' efficacious interaction...

Collaborative Learning in Engineering Students: Gender and Achievement

Glenda S. Stump, Jonathan C. Hilpert, Jennifer Hu, Wen-Ting Chung, Wonsik Kim

Arizona State University, Indiana University-Purdue University

Missing Something? Authority in Collaborative Learning

Iris Howley, Elijah Mayfield, & Carolyn P. Rose
 Carnegie Mellon University, 5000 Forbes Ave. Pittsburgh, PA
 (howley, emayfiel, cprose}@cs.cmu.edu

Abstract: Past research in individual learning settings has shown that student disposition such as self-efficacy are predictive of learning and other beneficial outcomes, but the relationship is less clear in a collaborative learning environment. This paper explores the relationship of stance within a conversation as a social factor influencing learning and authority in a computer-supported collaborative learning setting. Our results indicate that this authoritative measure predicts learning, where an individual's self-efficacy does not, and that student and partner authoritative predicts group self-efficacy. Further research is required to better determine the relationship between conversational authoritative, individual dispositions, and learning.

Abstract
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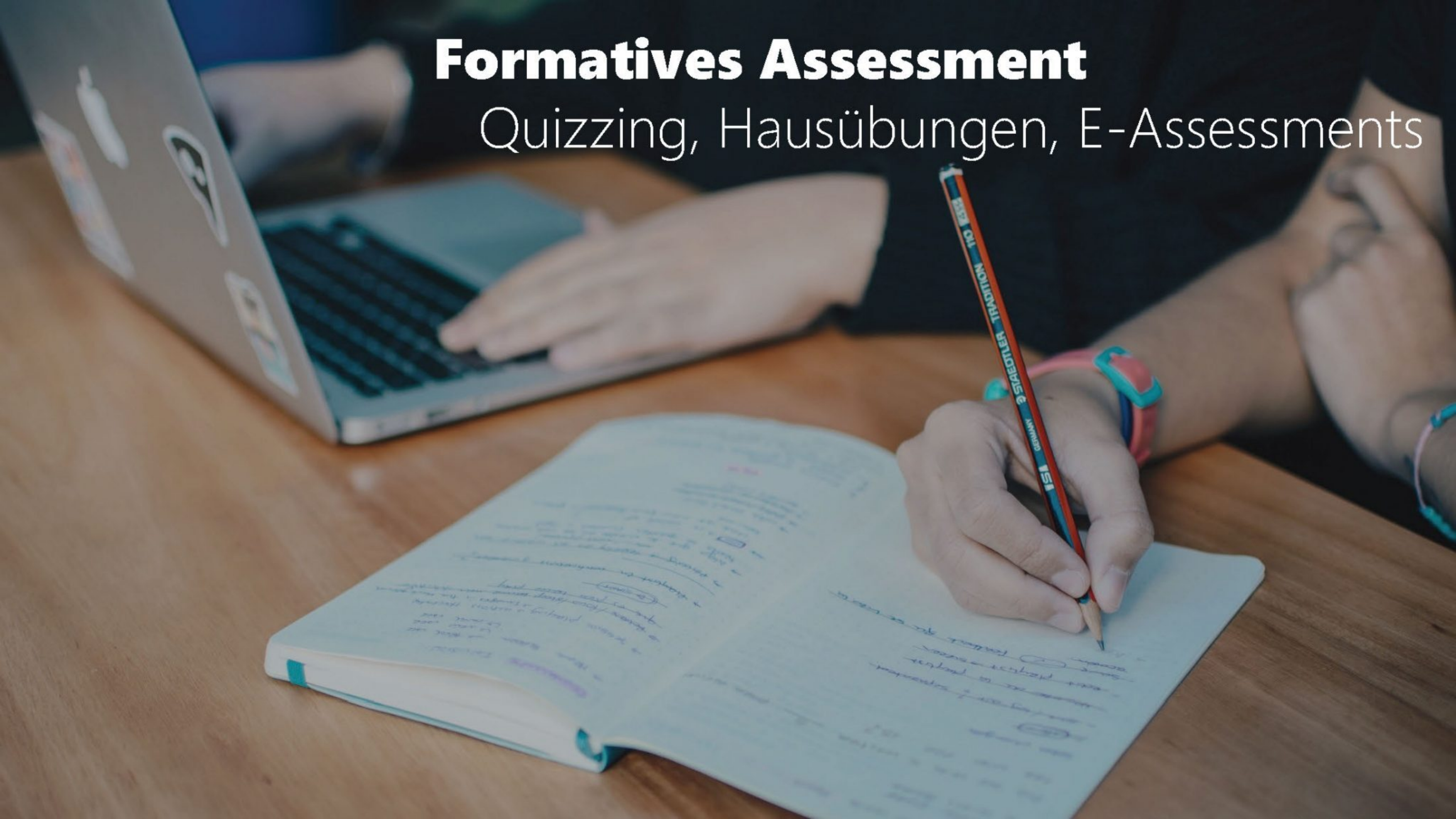
Abstract
 This study aimed to compare the efficacy of collaborative learning in face-to-face and online groups. Fifty psychology majors learnt the same professional...

Lernen verbessert sich.

Oder auch nicht.

Formatives Assessment

Quizzing, Hausübungen, E-Assessments





Examining the benefits and challenges of using audience response
A review of the literature
Robin H. Kay*, Ann LeSage¹

Wireless Audience Response System: Does It Make a D

Abstract
Because Extension seminars are costly in preparation and delivery, questions about the effectiveness of various methods are important to consider. Interactive devices are available to Extension professionals. One such device, OptionFinder®, utilizes individual keypads and a control station, manned by the lecturer or an assistant. It is believed that participation and information retention. The lecturer can assess the audience's understanding by asking multiple choice or true/false questions. The study described here examines the effectiveness of such a system compared to a traditional lecture format.

Benefits of Electronic Audience Response Systems on Student Participation, Learning, and Emotion

Jeffrey R. Stowell and Jason M. Nelson
Eastern Illinois University

We compared an electronic audience response system (clickers) to standard lecture, hand-raised card methods, and a hybrid method. The results showed that the electronic system resulted in higher student participation, learning, and emotion.

Effectiveness, efficiency, engagement of pre-lecture quizzes on education

Tanya Evans, Barbara Kensington-Miller, Julia University of Auckland

Our study addresses a systemic issue facing research alongside new technologies. The effectiveness, efficiency, and engagement of pre-lecture quizzes on education were examined.

The promised land of blended learning: Quizzes as a moderator
Ingrid A.E. Spanjers*, Karen D. Könings*, Jimmie Leppink*, Daniëlle M.L. Versteeg*, Nynke de Jong*, Katarzyna Czabanowska*, Jeroen J.G. van Merriënboer*

METHODS AND TECHNIQUES

Mastery Quizzing as a Signaling Device to Cue Attention to Lecture Material

Jeffrey S. Nevid and Katie Mahon
John's University

This study examined the effects of mastery quizzing on student attention and learning. The results showed that mastery quizzing significantly improved student attention and learning outcomes compared to traditional lecture methods.

The effects of audience response systems on learning outcomes in health professions education. A BEME systematic review: BEME Guide No. 21

CODY NELSON, LISA HARRIS, SANDRA CAMPBELL & ANNA E. OSWALD
University of Alberta, Canada

Abstract
Background: Audience response systems (ARS) are used in health professions education to enhance learning outcomes. This systematic review examines the effects of ARS on learning outcomes in health professions education.

Test-Enhanced Learning in the Classroom: Long-Term Improvements From Quizzing

Henry L. Roediger III, Pooya K. Agarwal, Mark A. McDaniel, and Kathleen B. McDermott
Washington University in St. Louis

These experiments examined whether quizzing promotes learning and retention of material from a social studies course with sixth grade students from a suburban middle school. The material used in the experiments was the course material students were to learn and some of the dependent measures were the actual tests on which students received grades. In within-subject designs, students received three or four quizzing sessions (Experiments 1 and 2). We found that students' performance on both choice and multiple-choice exams improved following quizzing relative to either no being quizzed or relative to the control condition. In Experiments 3, students were given one multiple-choice quiz in class and one multiple-choice quiz in class using a Web-based system. The improvement in class and multiple-choice tests. Once again, we found that quizzing of material produced a positive effect on

The Impact of Pre-Lecture Quizzes on Students' Performance in Blended Learning

Cristina-Claudia OSMAN
Business Informatics Research Center, Babeş-Bolyai University, Romania
cristina.osman@econ.ubbcluj.ro

Abstract
Testing is a powerful mechanism to enhance the learning process. This study analyzes the impact of pre-lecture quizzes on students' performance. Based on quiz results, 2 classes are created. A series of indices are used in order to decide the number of clusters for each group. The analysis of the data reveals details related to the association between the quiz results and students' performance on the final exam. Post-hoc tests like Tukey's test, Levene test, and Games-Howell test are used to investigate the variances between students' performance based on quizzes' results.

A Comparison of In-Class and Online Quizzes on Student Exam Performance

Eros DeSouza
Matthew Fleming
Department of Psychology

ABSTRACT
THIS STUDY evaluated the use of Web-based assessment in the instruction of students enrolled in a psychology class. During 1999, we compared 291 students who took online quizzes with 291 undergraduates who took paper-and-pencil quizzes. All online quizzes were maintained by the class instructor using Moodle (Web-based assessment program), which allowed students to take quizzes at any time, when, where, and how long to work on their quizzes. Students performed significantly better on achievement tests (class exams) than non-Mallard students. Survey data showed that most students reported being "very satisfied" with the instruction. Future research and potential pedagogical implications of Web-based assessment are discussed.

Comparison of the Impact of Pre- and Post-Lecture Quizzes on Student Learning in an Engineering Economics Course

Rick T. Olson
University of San Diego

This study compared the impact of pre- and post-lecture quizzes on student learning in an engineering economics course. The results showed that pre-lecture quizzes had a positive impact on student learning outcomes compared to post-lecture quizzes.

The Effect of Testing Versus Restudy on Retention: A Meta-Analytic Review of the Testing Effect

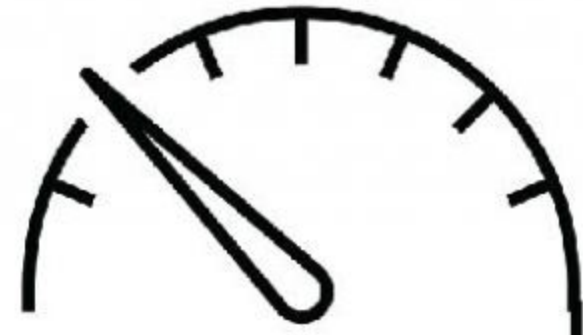
Christopher A. Rowland
Colorado State University

Engaging in a test over previously studied information can serve as a potent learning event, a phenomenon referred to as the testing effect. Despite a surge of research in the past decade, existing theories have not yet provided a cohesive account of testing phenomena. The present study uses meta-analysis to examine the effects of testing versus restudy on retention. Key results indicate support for the role of effortful processing as a contributor to the testing effect, with initial recall tests yielding larger testing benefits than recognition tests. Limited support was found for existing theoretical accounts attributing the testing effect to enhanced semantic elaboration, indicating that consideration of alternative mechanisms is warranted in explaining testing effects. Future theoretical accounts of the testing effect may benefit from consideration of episodic and contextually derived contributions to retention resulting from memory retrieval. Additionally, the rehearsal model of the testing effect is considered as a viable framework from which to characterize the patterns of results present across the literature.

Memory research has repeatedly demonstrated an interdependence between the processes of encoding new information, storing it over time, and accessing it through retrieval. One clear demonstration of the testing effect—the finding that retrieving information from memory can, under many circumstances, strengthen one's memory of the retrieved information (for recent reviews, see Roediger & Butler, 2011; Roediger & Karpicke, 2006a). Although the positive effect of testing memory on retention has been known for some time (e.g., for early investigations of testing effects, see Abbot, 1909; Gates, 1917; Spitzer, 1939), research on the topic has grown considerably over the past decade (see Rawson & Dunlosky, 2011). The testing effect presents a challenge to traditional theories of memory. The testing effect is a phenomenon in which the act of retrieving information from memory (e.g., taking a test) leads to improved long-term retention of that information. This effect is observed across a wide range of materials, tasks, and ages, and it has been shown to be particularly robust when the information is retrieved in a test format (e.g., multiple-choice or short-answer questions) rather than in a recognition format (e.g., true/false or multiple-choice questions). The testing effect is a powerful learning tool, and it has been shown to be particularly effective when used in conjunction with other learning strategies (e.g., spaced repetition). The testing effect is a phenomenon that has been studied extensively in the field of psychology, and it has been shown to be a powerful learning tool. The testing effect is a phenomenon that has been studied extensively in the field of psychology, and it has been shown to be a powerful learning tool.

Empowering or compelling reluctant participators using audience response systems

GRAHAM TONYA R. TRIPP,



Hochschuldidaktik-Dilemma

- **Oft ambivalente empirische Evidenz**
- **Hohe Aufwände bei der Einführung**
- **Große Schmerzen beim Zurückrollen**

Auf dem Weg zur Blended University



Hochschulstrategie statt Bottom-Up

Partizipation multipler Statusgruppen

Bedarf an empirischer Evidenz

Auf dem Weg zur Blended University



Hochschulstrategie statt Bottom-Up

Partizipation multipler Statusgruppen

Hoher Bedarf an empirischer Evidenz

Auf dem Weg zur Blend

Hochschulstrategie statt Bot
Partizipation multipler Statu
Hoher Bedarf an empirische
Hohe Support-Bedarfe
Experimentieren und Scheitern

Innovation & Leadership

Eine Innovationskultur des Scheiterns

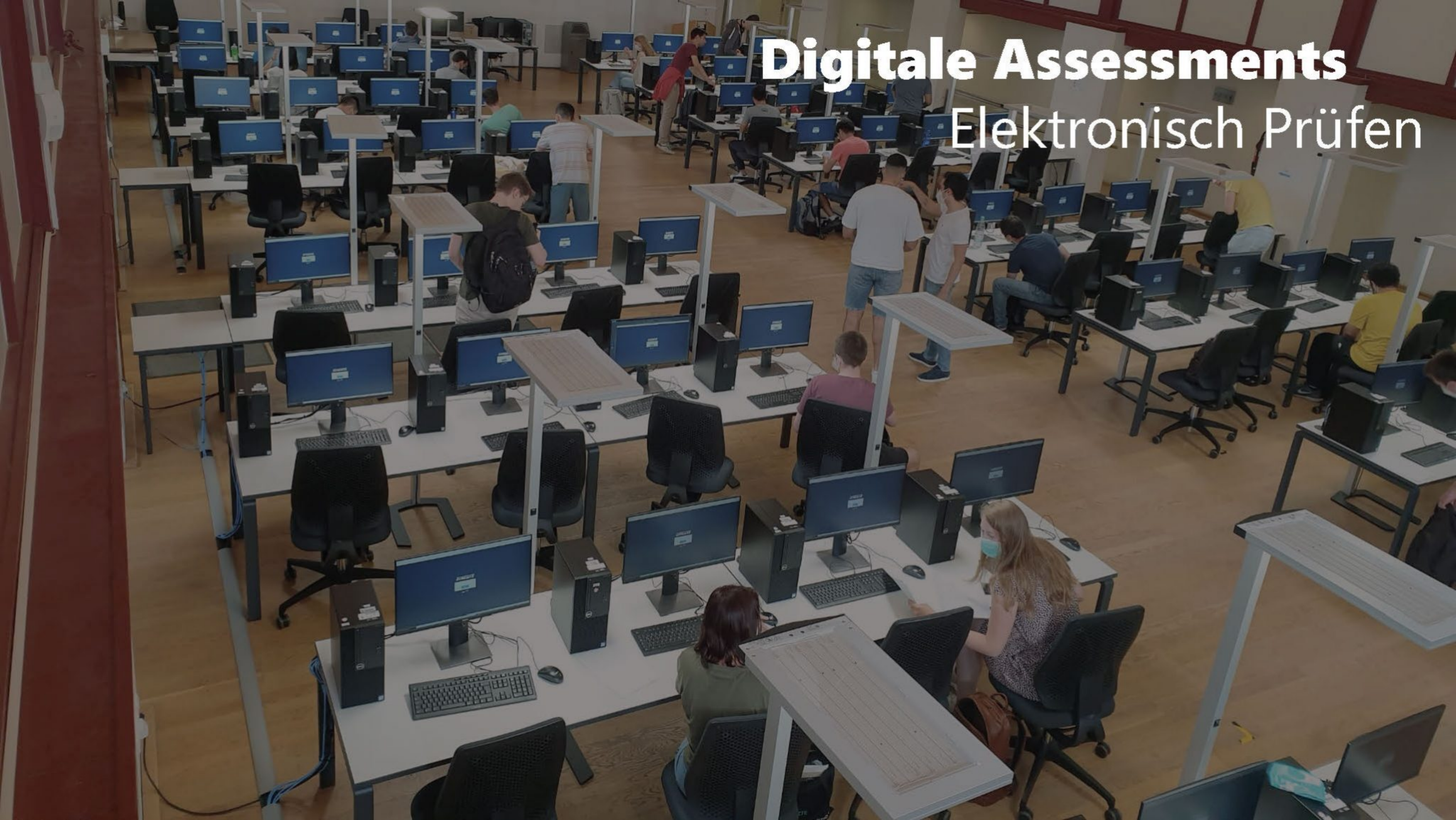
Im Unterschied zur amerikanischen Innovationskultur ist hierzulande in vielen Unternehmen Scheitern immer noch grundsätzlich nicht erlaubt. Wir zeigen Ihnen anhand von drei konkreten Beispielen, warum Scheitern im Innovationsprozess wichtig ist und wie es positiv in die eigene Innovationskultur integriert werden kann.

Tanja Eschberger-Friedl , 29.08.2022

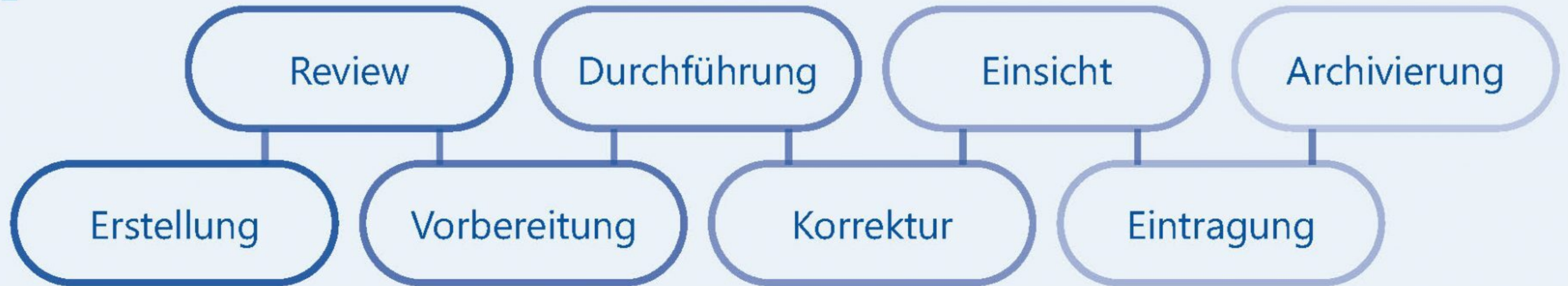


Digitale Assessments

Elektronisch Prüfen



Der klassische Prüfungsprozess





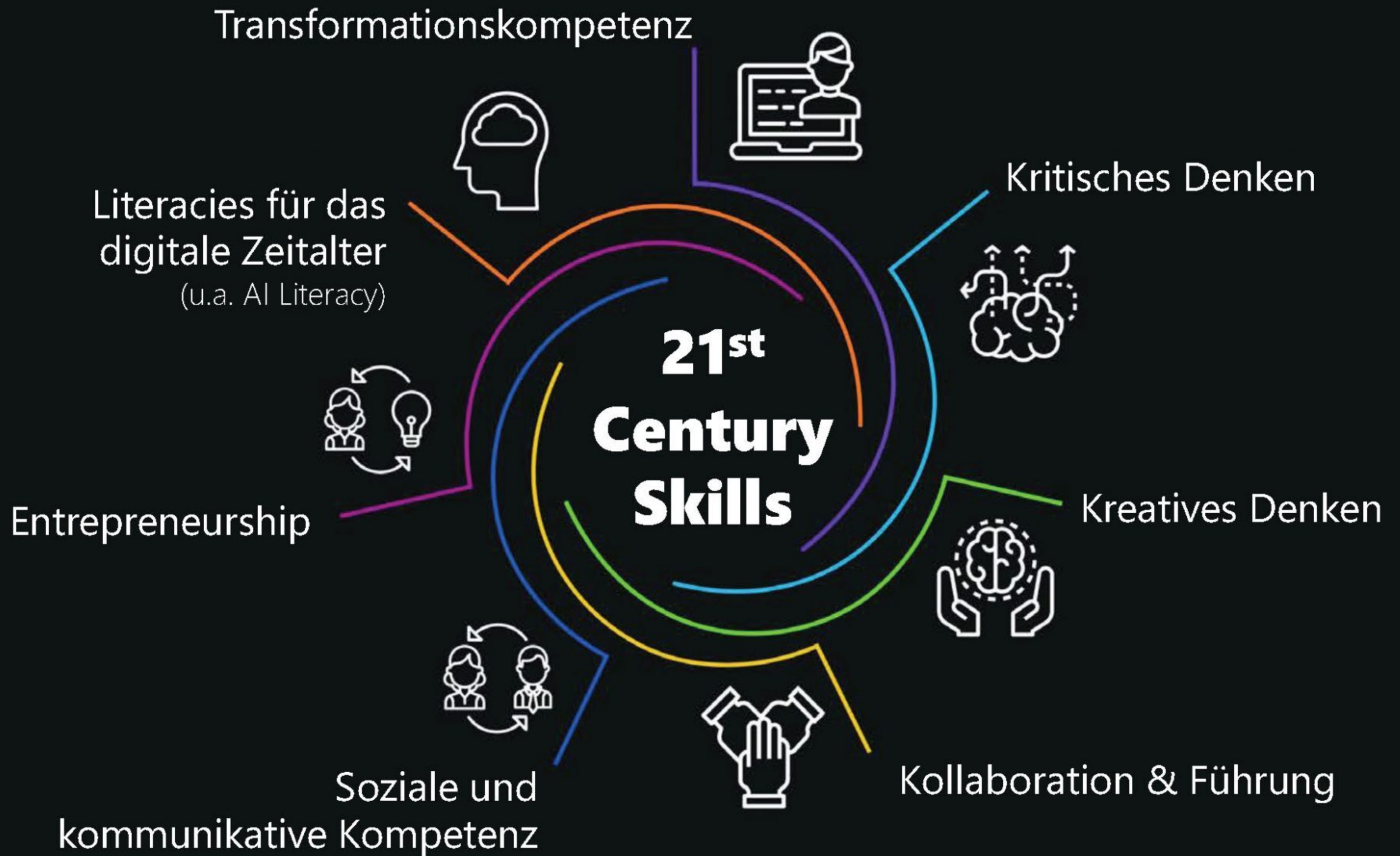


Blended University

Die Blended University

kombiniert digital und Präsenz,
ist Begegnungsort,
umfasst strategisch und operativ
die gesamte Hochschule,
ist partizipativ und kollaborativ
für alle Statusgruppen,
benötigt Kulturwandel.







Take-Home

- ⊕ Die digitale Transformation der Hochschulen gelingt nicht bottom-up
- ⊕ Die Blended University als Lernarchitektur fordert immer auch Kulturwandel.
- ⊕ Sie benötigt den Aufbau von Schlüsselkompetenzen bei allen Stakeholdern