



Teaching and Learning Strategy 2025 **Shaping change together.**

UNIVERSITÄT
**DUISBURG
ESSEN**

Open-Minded



Imprint

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Design

FREIWILD Kommunikation

The Teaching and Learning Strategy 2025 was approved by the Board of the University of Duisburg-Essen on 18 December 2019. This strategy was brought before the Board following consultations among the Deans of Studies (5 November 2019), the University's Commission for Teaching, Learning and Further Education (22 November 2019), the University Council (29 November 2019) and the Senate (6 December 2019).

This is an abridged version of the University of Duisburg Essen's Teaching and Learning Strategy 2025. The full version can be accessed at <https://udue.de/lls2025>.



From start to strategy

The Teaching and Learning Strategy 2025 is the result of a **wide-reaching discussion process** within the University of Duisburg-Essen. Teaching staff, students, university management and the faculties have jointly agreed on the guiding principles and goals that the University will pursue in the coming years.

This strategy will shape the way teaching and learning take place. It defines the expectations for teaching staff and students, provides a framework for recruiting committed teachers and serves as a reference point for strategic planning in neighbouring fields such as research, **social responsibility** and **knowledge transfer**.

This strategy was developed with a participatory approach. A strategic group spanning faculties and status groups provided essential support for this process for over a year. The ensuing discussion within the University's Commission for Teaching, Learning and Further Education, the Senate, the University Council and among the Deans of Studies enriched the strategy development process with many contributions. Thanks to surveys among teaching staff and students, we were able to gain **important perspectives** and establish a **foundation** for steering strategic measures on the basis of indicators.



Our approach

With the Teaching and Learning Strategy 2025, we as university teaching staff, staff members and students of the University of Duisburg-Essen (UDE) define overarching goals for the further development of teaching and learning. Based on how we define ourselves as an organisation, the profile of our graduates and our didactic guidelines, we are pursuing university-wide goals that the development and implementation of our measures can be brought in line with and whose achievement we can regularly monitor with indicators.

OUR GUIDING PRINCIPLES

AS A MODERN AND OPEN-MINDED UNIVERSITY, WE HAVE CREATED AN ENVIRONMENT OF DIVERSITY, APPRECIATION AND RESPECT WHERE STUDENTS AND STAFF MEMBERS CAN CONTRIBUTE THEIR POTENTIAL, THEIR IDEAS AND THEIR WILLINGNESS TO PERFORM IN THE BEST POSSIBLE WAY.





Our self-definition

We assume **responsibility in a region in the heart of Europe** which has set itself the task of **successfully designing processes of transformation** and **developing existing potential to an even greater extent**. As members of a university that offers a comprehensive range of disciplines and has a focus on research, we commit to enabling people from diverse social and cultural backgrounds to access high-level academic education. By promoting their academic success, we are making a particular contribution in the German university network to **further reducing obstacles in the education system** and to **further unlocking the potential of skilled workers in our region**, not least in the realm of academia.



- We focus on quality and academic excellence.
- We assume social responsibility.
- We promote equity in education.
- We consider diversity an integral part of our culture.
- We apply the lessons we learn as an organisation.

Our graduates

The diversity of our students and the **open attitude towards diversity and change** held by all relevant groups help to create a stimulating teaching and learning environment. Our focus is on the subject-specific and transferable skill-based qualification of graduates who are sensitive to diversity and who are willing and able to **take responsibility for themselves and for society**. As academically distinguished, reflective and self-confident people, they see **transformative social, economic and technological developments as a chance to improve their own environment in a sustainable way through their professional activities and commitment**. They feel **connected to the region** but embrace international perspectives at the same time, and they are willing to keep developing their skills throughout their lives. They **make convincing leaders** thanks to their academically sound specialist knowledge, their reflective behaviour and their determination to shape change in a good and socially equitable way.



Our graduates are

- socially responsible,
- educated to an international standard,
- solution focused,
- reflective,
- self-efficacious and
- familiar with transdisciplinary approaches.

We use the possibilities provided by digitalisation to enhance teaching and support students in the learning process.



Our didactic guidelines

For us, **integrating research and teaching** is essential. In our courses, students have the opportunity to acquire in-depth knowledge and at the same time **explore their skills in research and development**. Together as students and teaching staff, we design innovative, competence-based and interrelated teaching, learning, consultation and assessment formats that **promote autonomous and independent learning**. We use the possibilities provided by **digitalisation** to enhance teaching and support students in the learning process. In the development of teaching and learning, **we network at both a regional level and beyond** in order to incorporate concepts that have been tried and tested elsewhere into our future development. Our teaching and learning is designed to be **equitable**. We remove any remaining barriers whilst maintaining the qualification goals we have defined ourselves.



We have designed our teaching and learning to be

- research based,
- skill oriented,
- equitable,
- supported by digital formats,
- promoting individual responsibility and
- integrated in networks at a regional level and beyond.



OUR GOALS

WITH OUR STRATEGIC ACTIONS, WE PLACE A FOCUS ON ACADEMIC INTEGRATION, THE PROMOTION OF PROBLEMSOLVING SKILLS AND THE EVIDENCE-BASED FURTHER DEVELOPMENT OF TEACHING AND LEARNING.



GOAL 1

We strengthen our students' academic integration and encourage their identification with their discipline, the University and the region.

To develop into academically distinguished, reflective and self-confident people, it is required that students have the opportunity early on to put academic methods into practice. We want to help them **participate in academic discourse** and to **promote their academic integration through networking on campus, drawing links between theory and practice in their studies and acquiring key skills**. In this way, we also strengthen their identification with their discipline, our University and the region. Thanks to our study concepts and our teaching and learning profile, we are visible to prospective students as well as among other universities.



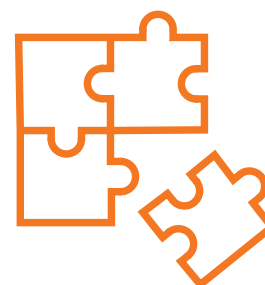
- 1.1 We encourage academic discourse as part of our study programmes.
- 1.2 We create spaces for learning and promote a vibrant campus life.
- 1.3 We advocate drawing links between theory and practice in study courses, therefore incorporating our students' experience.
- 1.4 We foster key skills to support students in the early stages of their studies and to already prepare them for positions that require a high level of responsibility.
- 1.5 We raise our profile for prospective and current students and impress with innovative concepts in teaching and learning.

We strengthen our students' problem-solving skills and their self-efficacy with a particular focus on their social responsibility.



GOAL 2

Our graduates are able to solve complex problems using their academic knowledge both individually and in interdisciplinary teams. **They analyse problems and develop potential solutions** that they can propose and implement with confidence. For this reason, we develop our students' problem-solving skills and make use of various formats to prepare them for a working world that is becoming increasingly international and digitalised. We encourage them **to assume social responsibility** and support our particularly high-performing students in **qualifying for scholarships and preparing for leadership roles in industry, the public sector, politics and research.**



- 2.1 We design each course with formats that allow students to further develop their problem-solving skills.
- 2.2 We encourage our students to gain international experience.
- 2.3 We strengthen the skills that our students require for guiding digitalisation processes.
- 2.4 We support and cast light on our students' social commitment.
- 2.5 We offer special services for high-performing students to support them in applying for scholarships and to provide them with qualifications beyond their subject curriculum in the best possible way.



We support teaching staff in developing teaching and learning in an evidence-based way.

We continue to develop high-quality, innovative and **flexible teaching and learning settings to a high academic, didactic and methodological level**. This process is driven by our teaching staff. **By providing** equipment conducive to innovation, supportive formats and **space in which they can develop freely**, we support them in continuously advancing their own teaching practice. In this regard, a particular focus is placed on **establishing a constructive feedback culture**, shaping our curriculums in a competence-oriented way, systemically using data from the quality management system, professionalising and conducting further research on teaching and **using digital teaching and learning scenarios**.



- 3.1 We strengthen the interaction between students and teaching staff and commit to a constructive feedback culture.
- 3.2 We support our teaching staff in shaping teaching and learning in a competence-oriented way.
- 3.3 We use our quality management system for the data-based advancement of teaching and learning and make a wide range of tools available for this purpose.
- 3.4 We provide teaching staff with opportunities for professionalisation and further development and support them in conducting further research on their own teaching practice.
- 3.5 We encourage teaching staff to innovate in their classes through the use of e-learning and blended learning approaches.

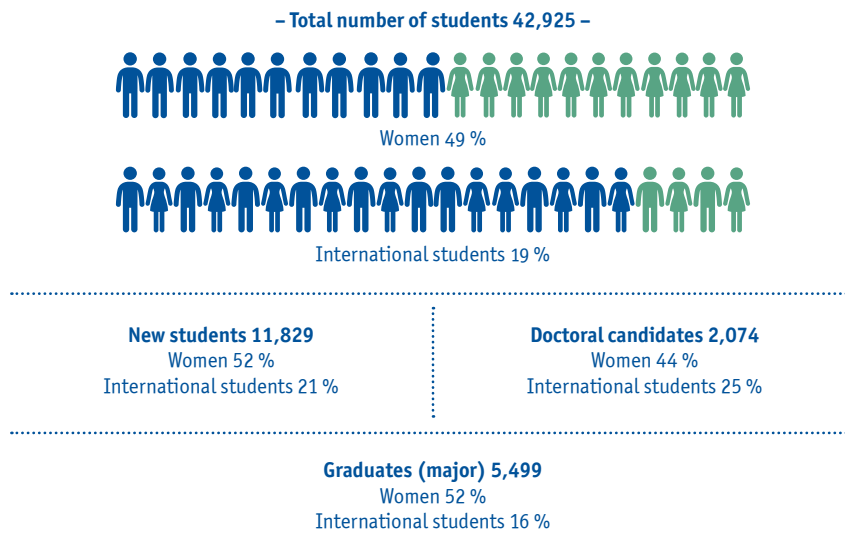


By providing equipment conducive to innovation, supportive formats and space in which they can develop freely, we support teaching staff in continuously advancing their own teaching practice.


We support quality enhancement in teaching and learning with data that gives us important information on the diversity and potential of our students.




Facts and figures



Demographic diversity of new students



56 % are first-generation students



42 % have an immigration background



7 % are involved in caring for or assisting family members



8 % care for children in their household

Course overview



Faculty	Students
Humanities	7,777
Educational Sciences	2,471
Social Sciences	3,207
Economics and Business Administration	5,616
Mercator School of Management	3,035
Mathematics	2,993
Chemistry	1,565
Biology	1,604
Physics	889
Engineering	11,370
Medicine	2,398
Total	42,925
of which studying for a teaching qualification	8,057

Academic degrees

Bachelor (excl. teaching qualification)	2,148
Master (excl. teaching qualification)	1,795
Study programmes for a teaching qualification (state examination and BA/MA)	1,313
Medicine (state examination)	241
Doctorates	533
Habilitations	32

Budget

Budget provided
by the state of
North Rhine-Westphalia
374.7 million



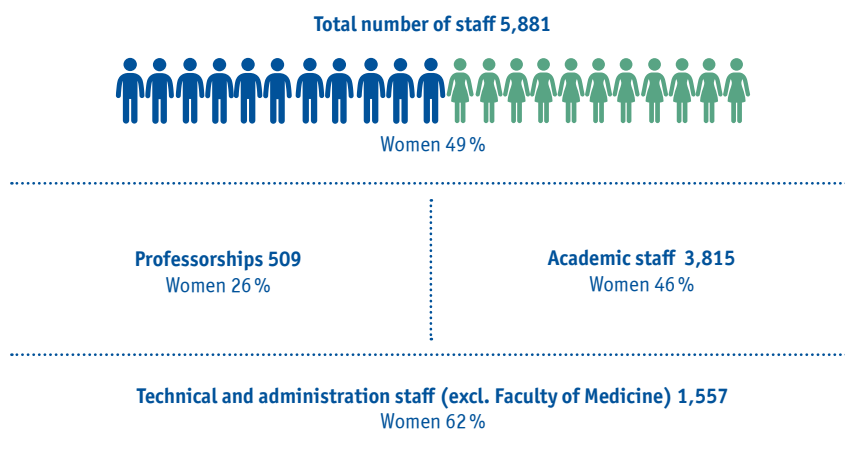
of which in the
Faculty of
Medicine
100.9 million

Income from
external funding
140.1 million



of which in the
Faculty of
Medicine
44.6 million

Staff



Partnerships

University Alliance Ruhr (UA Ruhr)

between Ruhr University Bochum, TU Dortmund and the University of Duisburg-Essen and with liaison offices in New York and Moscow
www.uaruhr.de

Joint flagship programmes:

- Materials Chain
- Ruhr Explores Solvation (RESOLV)

Joint research institution:

- Institute for Advanced Study in the Humanities Essen (KWI)

Joint study programmes:

- M.Sc. Biodiversity
- M.Sc. Medical Physics
- M.A. Empirical Multilingualism Research
- M.Sc. Econometrics

Aurora Universities Network

A network of nine European universities with a strong track record in research who commit to fulfil their social responsibility.
 This network is funded as the Aurora Alliance as part of the European Union's European Universities Initiative (Erasmus+).
www.aurora-network.global

International cooperations

ERASMUS+	445
Europe (incl. Russia)	27
Asia	63
Africa	5
Australia	4
America	42

Source: data from the student, examination and graduate statistics for 2019, the Diversity Monitoring 2019 report and the budget and finance statistics for 2019

