

Principles of teaching

Leitbild Lehre

1. Fachlich qualifizieren
2. Wissen anwenden
3. Persönlichkeit bilden
4. Vielfalt fördern
5. Nachhaltigkeit stärken
6. Zukunft denken



Principles of teaching

The **'Principles of teaching'** express our self-image of good teaching and learning. It thus complements the university's existing principle. That states: In addition to the quality of our teaching, we want to distinguish ourselves through our style—both in our interaction with each other and in the transfer of knowledge.

The demands on modern teaching are high: It should be professionally sound but practical, take up current developments from science, business, society and politics, and meet the constantly changing competence profiles of the working world. Of course, not without taking into account the different educational biographies of the students individually.

At the same time, it should inspire students: To this end, our teachers are in intensive, interdisciplinary exchange with each other and are continuously supported in the further development of their competencies.

At OTH Amberg-Weiden, a brick and mortar university with a digital concept, we strive to provide our students with an outstanding academic education that uses modern didactics to interlink research- and application-related knowledge with personality-building elements and—in keeping with lifelong learning—teaches transferability as a core competency.

Essentially, **six fields** of action shape high quality teaching and learning for us:▶



Schmelze Fe_3C

A+S

Austenit

Zementit

Ferrit

S+Z

F+A

F+Z

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St

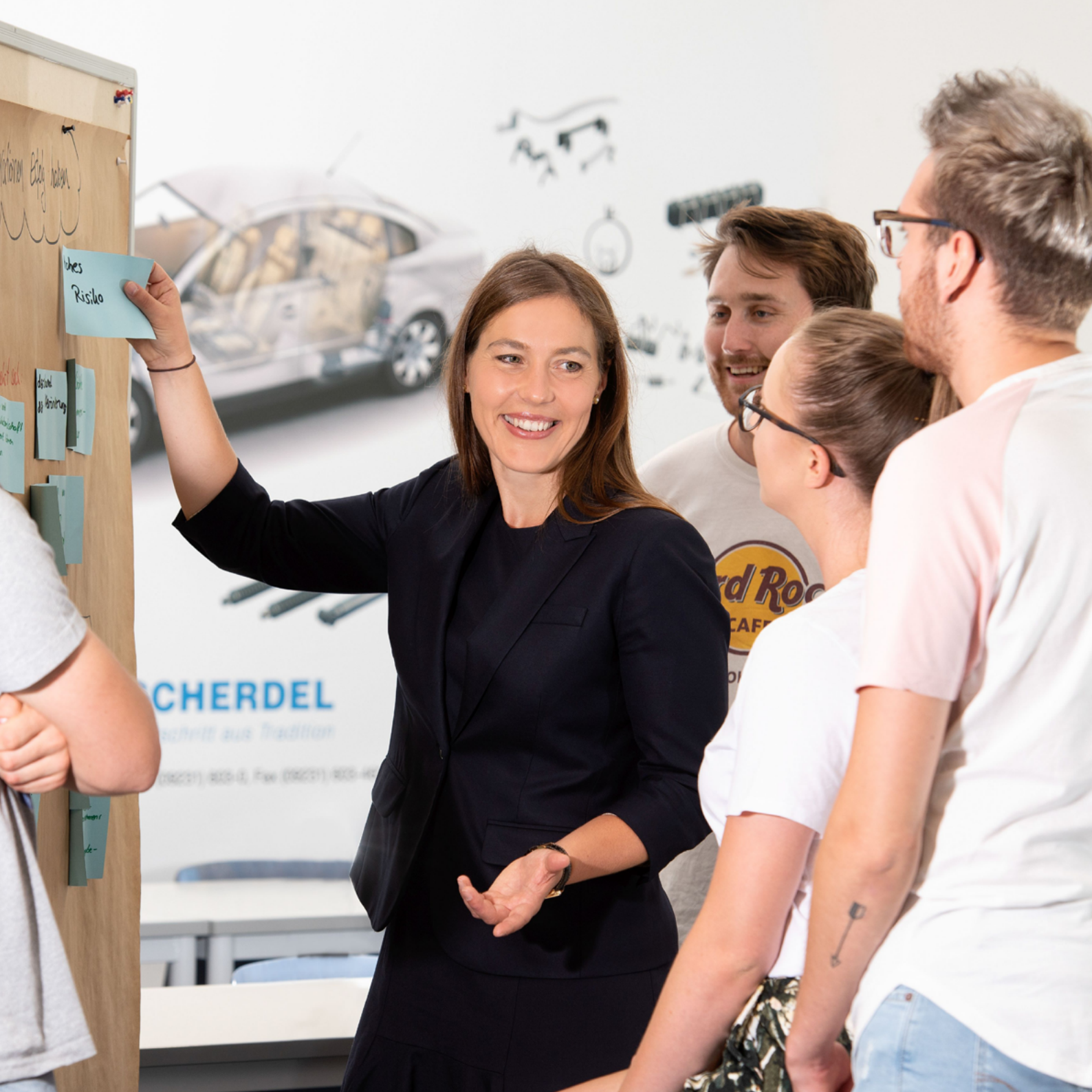
3M

Field of action 1: Qualify professionally

We have set ourselves the goal of qualifying our students in the best possible way for the requirements of the current and future job market. To this end, we impart excellent professional and interdisciplinary—i.e. personal, social and methodological—skills, offer optimal teaching and learning environments, future-oriented teaching content and modern teaching and learning methods.

In short:

- We teach basic knowledge from research and introduce students to the methodological research process.
- We focus on practice-oriented teaching that is geared to the requirements of society and the world of work.
- We understand topicality (e.g. of teaching content and methods) as a success factor and support teachers in their further development.
- We use modern teaching/learning methods to inspire students through subject expertise and to arouse their curiosity.
- We attach great importance to optimal study conditions. This includes, among other things, the personnel, material and technological equipment of the university.
- We continually realign teaching and learning in the university context as fields of action change.



Wohes
Risiko

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Field of action 2: Apply knowledge

We consistently align our teaching content with the job market. Therefore, we attach great importance to a high practical part of the teaching and impart job-related competencies in a very targeted way. In interdisciplinary projects, we qualify students to apply the knowledge they have learned and thus prepare them for everyday life at work or in applied research.

In short:

- We bring practical experience into the lecture hall. This enables us to pick up on relevant topics as well as technological, economic or social developments at an early stage.
- We teach job-related skills to best prepare students for their intended skills profile.
- We place transferability in the focus of teaching: It enables graduates to work out topics independently and to apply the knowledge they have learned.
- We focus on the transfer of knowledge to and from the world of work and thus constantly contribute to innovation in the economy.
- We offer dual study programs, combining theory at university with paid practical phases or training in the company.
- We teach in an interdisciplinary and project-oriented manner. Methodically diverse and didactically different teaching and learning processes thereby increase the joy of teaching and learning.



Handbuch des Patentrechts

Handbuch der Baustoffchemie

Handbuch der Baustoffchemie

Handbuch der Baustoffchemie

Field of action 3: Form personality

For us, academic education encompasses more than the mere acquisition of knowledge. We want to enable students to critically reflect on their future actions in their professions and in society and to draw appropriate conclusions. For us, this includes key competencies such as problem-solving skills, decision-making competence, intercultural competence, the ability to engage in dialog and conflict resolution, transfer skills, and a high level of personal responsibility.

In short:

- We guide students to engage not only professionally, but also ethically with the content of their program (and their later actions in their careers).
- We specifically promote future skills such as resilience, innovation competence and change competence in order to be able to react agilely and flexibly to the rapidly changing conditions in the working world and society.
- We see the intrinsic motivation of students as the most important driving force of (lifelong) learning. Our goal is to strengthen this permanently.
- We grant responsibility to our students and demand independence (in learning and working) as well as a willingness to perform.
- We support students individually in their personality—with interdisciplinary projects as well as with program-accompanying offers (e.g. ETHNA certificate, Technology without Borders).



Field of action 4: Promote diversity

We see diversity as an opportunity. That is why we value the individual support of each and every student as well as an open and positive learning environment. For us, open-mindedness and tolerance—as well as heterogeneity and individuality—play a key role in academic discourse. To this end, we rely on intensive exchange on an international level, both professionally and personally, and enable the corresponding mobility for both teachers and students.

In short:

- We design teaching and learning interactively to achieve open, critical, and reflective dialogue between students, faculty, and the university.
- We teach and learn in a cross-curricular and interdisciplinary way to make connections and promote interdisciplinary exchange.
- We specifically build intercultural and foreign language skills to prepare our students to live and work in a complex, interconnected world.
- We are committed to diversity-appropriate teaching and learning. We view and design our content, methods and processes with this in mind.
- We want to achieve equal opportunities and to this end we support our students individually according to their strengths and weaknesses.
- We are open to flexible learning settings and developments in the digitization of teaching.

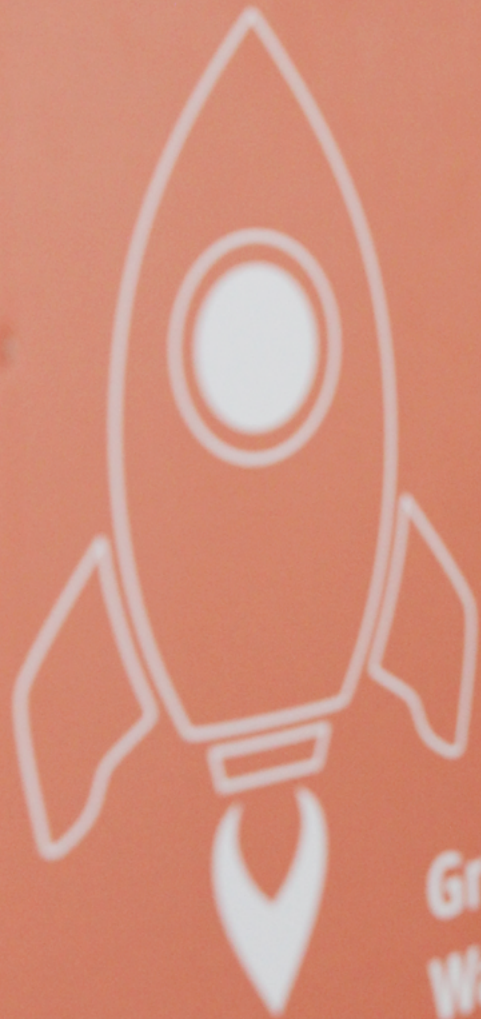


Field of action 5: Strengthen sustainability

We want to raise awareness of sustainable action among our university members so that they can resolutely meet the challenges of social, ecological and economic responsibility. We see students in particular as important multipliers in their future working environment.

In short:

- We raise awareness in our students to the responsible, efficient use of resources and responsibility towards society and the environment.
- We teach technology assessment so that they can analyze the impact of their developments on society, economy and ecology in a forward-looking way.
- We promote the reflective competence of our students so that they will be able to adequately analyze and assess issues based on their knowledge, experience, and perception in the future.
- We train responsible leaders who help shape social, political and cultural life competently, creatively and responsibly.
- We place our focus on holistic thinking. This includes the principles of ecological, social and sustainable development in the area of study and teaching.
- At the university, we live a sustainability strategy that is aligned with the national as well as international Sustainable Development Goals (SDGs).



Gründung &
Wachstum

Ihr Ansprechpartner

André Pichner

Projektleiter Digitale Gründervirtuelle Oberstufe
Leiter Digitale Gründervirtuelle Amberg und Weiden

Hermann-Brenner-Platz 1, 92637 Weiden i.L.ObP

Tele: +49 (0)921 482 3961

E-Mail: ap.pichner@uobw.ac.de

Web: www.digitale-oberstufe.de

Facebook: www.facebook.com/digitale-oberstufe



Field of action 6: Think about future

We know the potential of our students and can therefore prepare them in the best possible way for the world of tomorrow. This includes teaching future-oriented skills as well as application-oriented teaching and a culture of lifelong learning. With our commitment to start-ups, we awaken the entrepreneurial spirit of our students and encourage them to implement their own ideas.

In short:

- We promote innovation competence by creating ideal framework conditions for the implementation of own ideas and by establishing a corresponding funding culture at the university.
- We teach entrepreneurship and encourage students to take initiative by creating incentive and recognition systems in teaching.
- We cooperate with partners in business, science and society.
- We offer students a research-led and competency-oriented training structure at innovative learning sites that keeps its finger on the pulse through regular exchange of knowledge and experience.
- We guide students to work in a problem-solving and agile manner. To achieve this, we rely on interdisciplinary teaching that focuses on transferability.
- We see lifelong learning as the key to success. To this end, we create the appropriate offerings and use modern teaching methods.

Imprint

Ostbayerische Technische Hochschule Amberg-Weiden

President Prof. Dr. Clemens Bulitta

Prof. Dr. Mike Altieri | Prof. Dipl.-Ing. Ulrich Müller

Editorial Office: Quality Management & Accreditation

- **Amberg Department:** Kaiser-Wilhelm-Ring 23, 92224 Amberg, Tel.: (09621) 482-0, Fax: (09621) 482-4991
- **Weiden Department:** Hetzenrichter Weg 15, 92637 Weiden i. d. OPf., Tel.: (0961) 382-0, Fax: (0961) 382-2991
- **E-Mail:** info@oth-aw.de | **Internet:** www.oth-aw.de