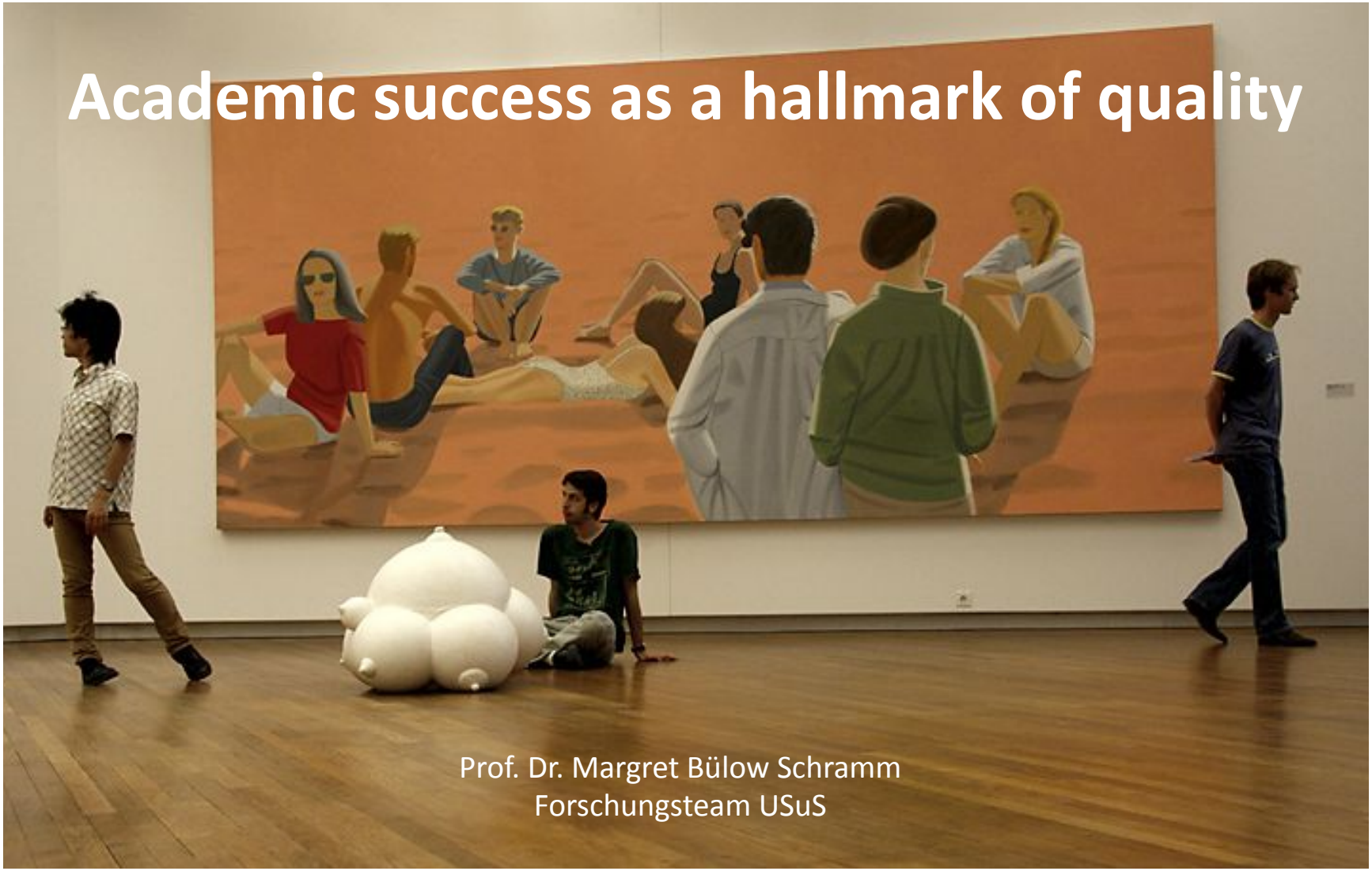
Academic success as a hallmark of quality



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DER FORSCHUNG | DER LEHRE | DER BILDUNG

Bundesministerium
für Bildung
und Forschung

Aim of the USuS-project

1. **Identification of factors** that help or obstruct study success.

2. **Development** of course-specific **interventions** in higher education didactics to strengthen student success and reduce barriers of success.

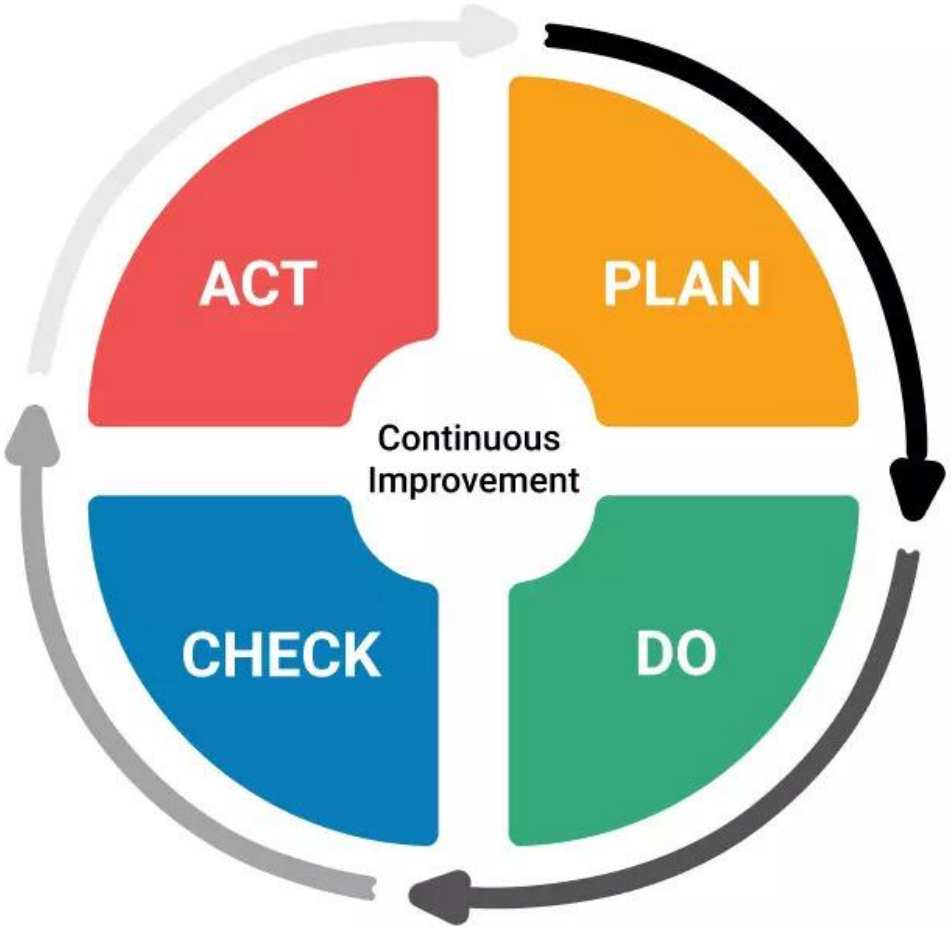
System of investigation

- Five study programs of different disciplinaries and types of higher education institutions
- Document analysis of the study programs
- Guideline-based interviews with study program stakeholders
- Online survey of students (complete survey) 3 times a year
- Qualitative interviews with a selection of students 3 times in annual intervals

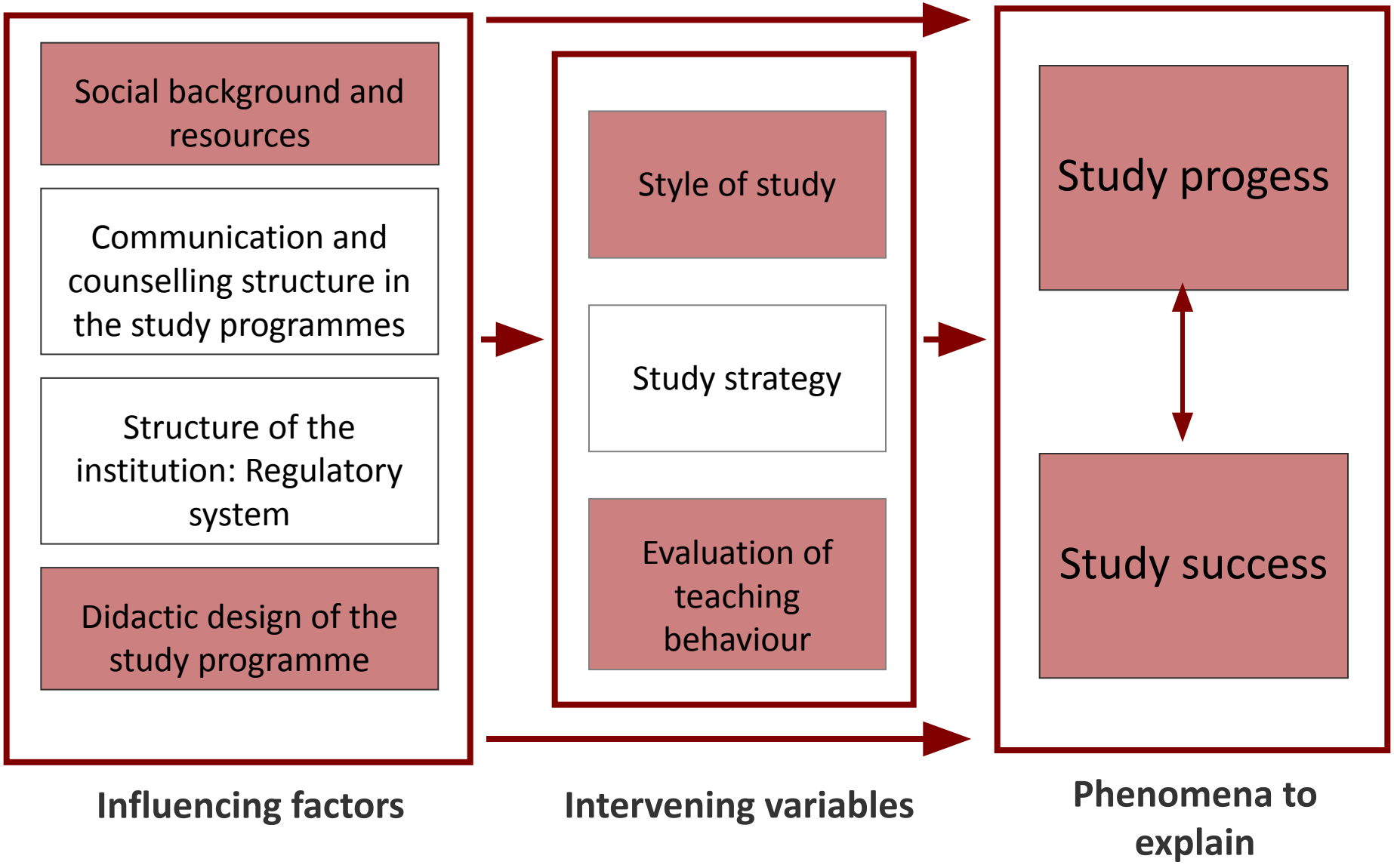
Perceived competence acquisition according to study programmes

	Science as a responsibility and participatory competence	Science as a competence in research methodology and theory	Mediation oriented competence	Application competence
Computer science	3.11	2.51	2.71	2.41
Engineering	3.69	2.67	2.89	3.01
Social work (on site)	2.56	2.45	2.66	2.73
Social work (online)	2.23	1.86	2.04	2.00
Teaching post (BS)	2.87	2.56	2.99	2.03
Total	2.98	2.50	2.78	2.82

Scale from 1=highly acquired to 5=not at all


ACT
PLAN
Continuous
Improvement
CHECK
DO

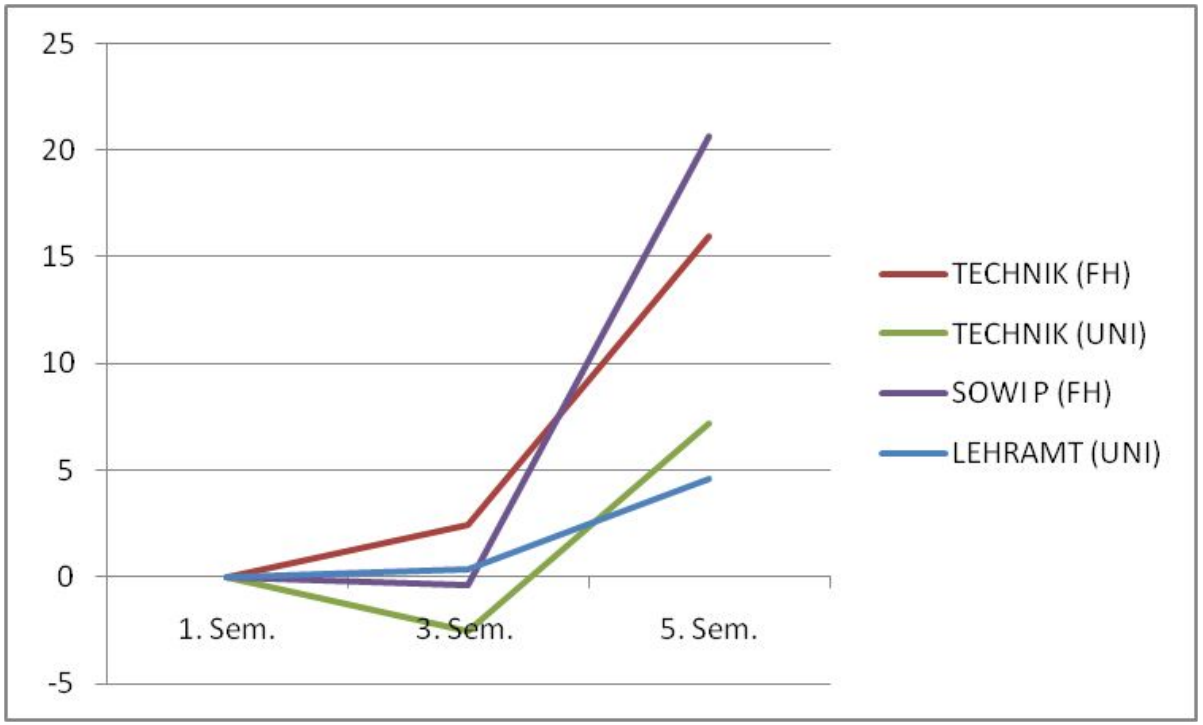
The methodological system - The analysis model



Deep-Level-Learning

Practice of „deep level learning“

- Clear differentiation by type of higher education institution recognisable
- Increases develop overproportionally



Factors influencing the success of studies

- If effects of origin are present, they are masked by other effects.
- The impact on academic success, skills development, study practice and study style vary depending on the programme of study.

Study programme specific interventions in higher education didactics are a promising way to strengthen study success factors.

Success compromising factors I

1. Anxiety and stress

- Study conditions (no pursuit of own interests possible)
- Compulsory attendance
- Degree-relevant grades for each performance
- Inflexible structure („take it or leave it“)
- Exam nerves
- Vague evaluation criteria
- No contact person, no feedback, no introductions

Success compromising factors II

2. Non-consideration of heterogeneous life plans

(1) Anerkennung von Berufserfahrung und Förderung des Theorie-Praxis-Bezugs ist institutionell problematisch:

- Zwei als gegensätzlich erachtete Modi der Wissens-produktion (akademisch – anwendungsorientiert) mit unterschiedlicher Wertigkeit
- Kulturelles Kapital ist hierarchisiert entsprechend der Modi der Wissensproduktion – selbst dort, wo Berufserfahrung gefordert wird

(2) Hochschule hat / will haben / erwartet Diversität unter den Studierenden, hat aber einheitlichen Lehrplan und Didaktik

Evidence-based university didactics: The path to innovations in higher education didactics

Interventions in higher education didactics are carried out between different data collections.

- Based on diverse data sources: Formulation of a development programm of higher education didactics
- Training of teachers
- Implementation of interventions
- Evaluation of interventions

 Development process of higher education didactics

Recommendations

- Study programme level as a driver for innovations
- Flexible structures with supportive assistance: **More freedom** for individual choice of study content and **„thinking outside the box“**
- Success-promoting higher education didactics through orientation towards a heterogeneous student body
- Respect of different lifestyles
- Predictability of studies through consideration of the work-life balance and student heterogenity
- Embedding examinations in a competence-oriented way
- Promotion of self-organisation (networked learning)
- **Mediation between theory and practice** as a connecting link between the subject cultures