

This guideline offers academic teaching staff impulses to reflect their concepts on teaching, to better understand individual expectations in academic teaching & learning settings, and to foster their ability to make them explicit.

What characterises the **process of knowledge production** – in research as well as in teaching – within your disciplinary field?

In consequence: What does **learning in your disciplinary** context mean?

What kind of **learning activities** do you expect from your students in the various teaching formats (e.g. lecture, seminar, lab course, field trips)?

Which **types of assessment** (e.g. term paper, written exam, lab report) do you (have to) use in your courses and how well do these reflect your understanding of knowledge production?

Which **communicative principles** constitute – in your opinion – reasonable and constructive interactions in higher education teaching contexts?

If you think about **habits or customs** typical in courses within your discipline (e.g. knocking on tables after a lecture): Which come to your mind?

Based on your thoughts on academic teaching in learning, **remember situations** in which activities or reactions of your students didn't meet your expectations. Please name those situations that seem most relevant to you.

In your experience: Regarding which aspects of teaching and learning (including forms of examination) do **students from other contexts** (e.g. other disciplines, other national backgrounds) have the most difficulties adapting to?

Finally, critically rethink your reflection process:
Which aspects would you like to keep in mind in your **future teaching activities...** and why these in particular?