

# CAS HSG in learning and teaching in higher education

Centre of Learning and Teaching in Higher Education (HDZ-HSG)

01.02.2025



# Offer structure CAS HSG in learning and teaching in higher education

## Overview

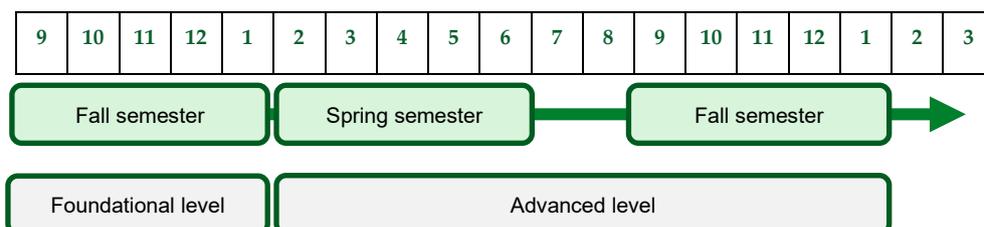
Our continuing education programme is structured in two levels. In the *foundational level*, you will acquire the fundamentals you need to develop your teaching skills in the *advanced level*. If you attend the Foundational level, you will receive a certificate of participation. If you also complete the advanced level, you will receive the CAS HSG in learning and teaching in Higher Education upon successful completion.

Thanks to its holistic approach, this offer will help you expand your pedagogical toolkit and your reflective skills. You will learn to initiate and implement innovative teaching projects on your own responsibility. In addition, the programme connects HSG teaching staff with each other and contributes to the further development of the university's learning culture with the aim of promoting teaching quality at the HSG.

Levels	Scope	Goal	Target group
 <p><b>Foundational Level</b></p>	6 months 5 ECTS	You will learn the basics of sustainable university learning & teaching methods	Programme directors, lecturers and new academics
 <p><b>Advanced Level</b></p>	12 months 10 ECTS	You will develop your understanding of learning and teaching and expand your teaching skills	experienced lecturers with previous teaching training

## Timeline

The foundational level takes place in the autumn semester, and the advanced level can (but does not have to) be started immediately after the foundational level in the spring semester. If all components of the foundational and advanced levels are completed immediately after one another, a certificate (CAS HSG in learning and teaching in higher education) can be obtained after 1.5 years.



## Target group

Doctoral students, researchers, postdocs, research assistants and lecturers at higher education institutions (universities, university of applied sciences (FH), university of teacher education (PH)) who are currently teaching or will be teaching in the foreseeable future.

## Requirements and qualifications

The continuing education programme supports individuals who are already working in their profession and wish to gain further qualifications. It combines academic standards with a practical and transfer-oriented approach.

Levels	Admission requirements	Qualification
Foundational level:	Individuals with professional experience and a master's degree	Certificate of attendance
Advanced level:	Individuals with a master's degree and who have completed the foundational level (or equivalent) and have teaching experience	CAS HSG in learning and teaching in Higher Education including diploma supplement

Individuals with equivalent qualifications and relevant professional experience may be admitted under certain conditions.

## Certification & Quality

The Certificate of Advanced Studies (CAS) HSG in Learning and teaching in Higher Education is part of the continuing education programme of the Swiss higher education system. Participants are awarded a CAS degree from the University of St.Gallen. Integration into the European Credit Transfer System (ECTS) ensures transparency and comparability of degrees.

Quality development is very important to us. We follow the recommendations for quality development in university continuing education issued by [Swissuni](#). We are accredited by the European Quality Improvement System (EQUIS) and regularly evaluate individual courses and the entire continuing education programme.

## Course language

English, individual assignments can be completed in English or German.

# Components and their contents

## Foundational level

### Fit for university teaching – 5 ECTS

The Foundational courses "Fit for university teaching" form the basis and starting point for developing your teaching skills. The foundational level covers the following areas:

Compulsory courses		General content, implementation and duration
1.	Kick-off event	<p>You receive information about the foundational level, get to know your peers and gain an initial overview of what you can expect in the advanced level. You understand the central components and objectives of the continuing education programme and discuss your own assumptions and principles with regard to university teaching.</p> <p>Implementation: ½ day face-to-face event</p>
1.2	Learning and teaching and at HSG	<p>You understand the university system and the central ideas of study programme-related quality development. You reflect on your own role, learn about the characteristics and core ideas of learning at university and be able to apply these to your own teaching. You respect and reflect on the individual needs of students.</p> <p>Implementation: 1 day face-to-face event with additional self-organised learning (SOL)</p>
1.3	Course Planning	<p>You apply competence models and learning objective taxonomies, formulate competence-oriented learning objectives and select methods that are appropriate for the objectives and target audience. You plan learning steps, design course sequences and reflect on the factors that influence your own teaching in order to take them into account when planning the course.</p> <p>Implementation: 1 day hybrid plus additional self-organised learning (SOL)</p>
1.4	Pedagogical methods and (digital) tools	<p>You learn how to implement a planned course tailored to the target audience and analyse your own approach to teaching. You design flexible interactions with students and implement selected teaching methods appropriately.</p> <p>Implementation: 1 day hybrid with additional self-organised learning (SOL)</p>
1.5	Designing assessments	<p>You learn about different forms of assessment and design competence-oriented assessments. You implement various assessment options with regard to set learning objectives and discuss/reflect on learning and teaching methods. You understand the framework conditions for assessments at the HSG.</p> <p>Implementation: 2 days of face-to-face teaching with additional self-organised learning (SOL)</p>

WP	Elective courses	<p>You attend two courses from our <a href="#">continuing education programme</a> (each lasting ½ to 1 day).</p> <p><i>One</i> course can be replaced by participation in <i>two</i> <a href="#">teaching exchanges</a> (during lunch time) with the additional writing of a short reflection.</p>
MT1	Microteaching 1	<p>You conduct a teaching sequence in a protected course setting and receive feedback on your teaching. You analyse the teaching discussions of others and critically question your own teaching and implement alternative approaches.</p> <p>Implementation: 1 day of classroom teaching with additional self-organised learning (SOL)</p>
FP	Final paper foundational level	<ul style="list-style-type: none"> <li>• Reflection about your insights and experiences</li> <li>• Explanation of your basic didactic understanding, approach and attitudes</li> </ul> <p>Implementation: Self-organised learning (SOL)</p>

## Advanced level

### Teaching Competence Development – 10 ECTS

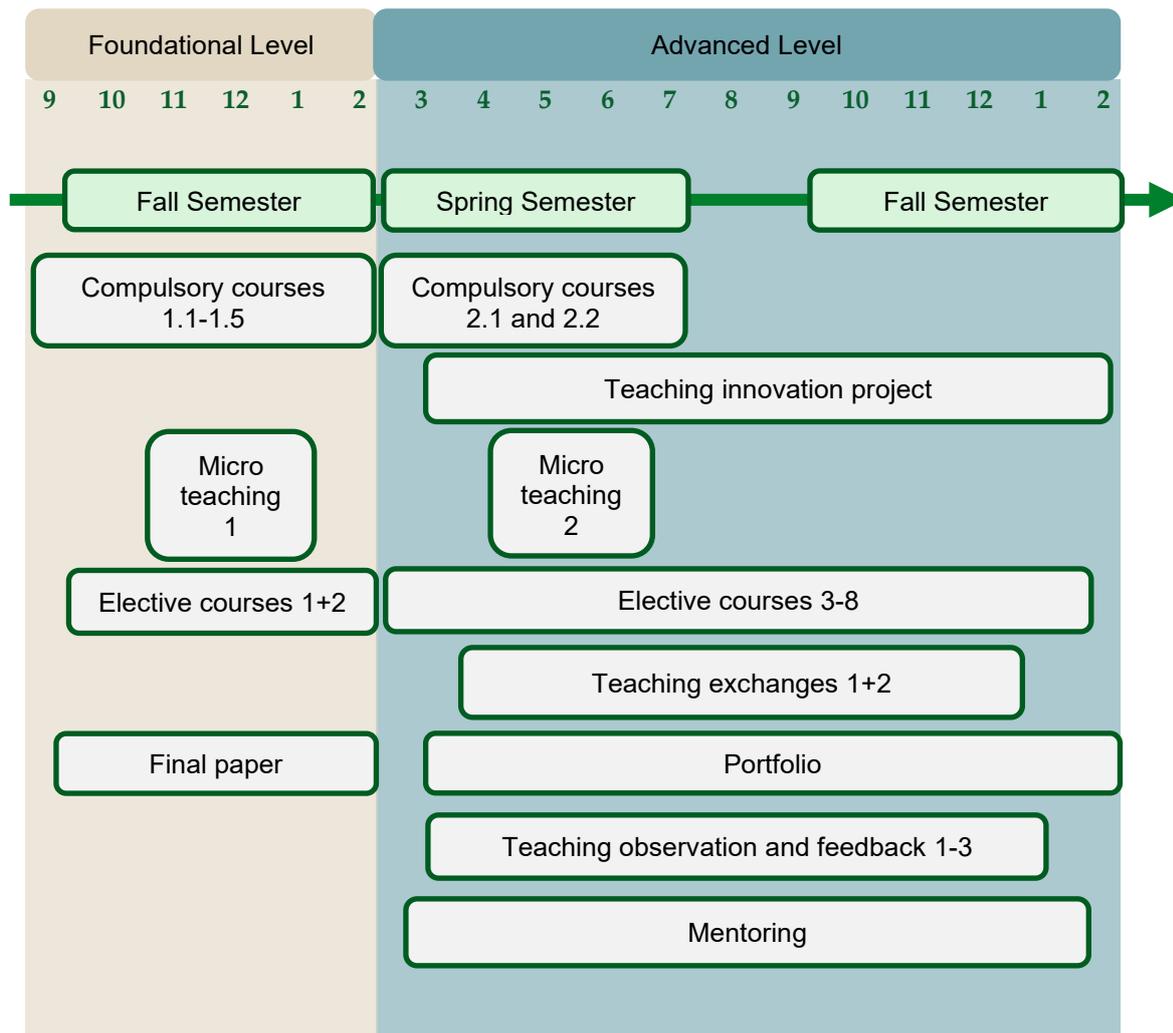
In the advanced level, you will deepen your understanding of learning and teaching and expand your teaching competence. The advanced level comprises the following areas:

Compulsory courses		General content, implementation and duration
2.1	Kick-off advanced level	You receive information about the advanced level, in particular about the elements you need to organise yourself (including mentoring, teaching project and portfolio), and any questions you may have about the further course of the CAS will be clarified.  Duration: ½ day online
2.2	Professionalisation of learning and teaching	You analyse your understanding of learning and teaching, reflect on factors that influence teaching strategies, and be prepared to reflect on and, if necessary, modify your own teaching concept with regard to the desired student learning outcomes. You lay the foundation for the teaching project and develop objectives for it.  Implementation: 1 day of face-to-face teaching plus additional self-organised learning (SOL)
LP	Teaching innovation project - design workshop	You translate ideas and inspiration from the foundational level into a teaching project. The planning, implementation and reflection of the project will be accompanied and supported by your mentor.  Implementation: 1 day of classroom instruction with additional self-organised learning (SOL)
WP	Elective courses:	You attend six courses from our <a href="#">continuing education programme</a> (1/2 to 1 day each)  Alternative 1: Conducting a <a href="#">Teaching Analysis Poll (TAP)</a> in one of your courses, followed by a feedback discussion, can be credited as an alternative to attending <i>an</i> elective course.  Alternative 2: <i>One</i> course can be replaced by participation in <i>two</i> <a href="#">Teaching Exchanges</a> (during lunch time) with the additional requirement of writing a short reflection. <b>Important:</b> this alternative does not replace the compulsory Teaching Exchange.
TE	Teaching Exchange	You take part in two <a href="#">Teaching Exchanges</a> (each during lunchtime). Afterwards, you write a short paper (reflection & insights) about the two participations.
MT2	Microteaching 2	You will conduct a teaching sequence in a protected environment and receive feedback on your own teaching. You will also analyse this in comparison with your first microteaching session to identify areas for development.  Implementation: 1 day of face-to-face teaching plus additional self-organised learning (SOL)

<b>Teaching observation and feedback</b>		General content, implementation and duration
1	Peer teaching observation and feedback	<ol style="list-style-type: none"> <li>1. A peer observes your teaching and offers you feedback.</li> <li>2. You observe a peer's teaching and offer feedback.</li> </ol> <p>This includes preparation and follow-up work for the lesson observation, a feedback discussion and written documentation.</p> <p>Implementation: self-organised learning (SOL)</p>
2	Mentor teaching observation and feedback	<ol style="list-style-type: none"> <li>1. You have your teaching assessed by your mentor.</li> <li>2. You observe your mentor's class once.</li> </ol> <p>This includes preparation and follow-up work for the course visit, a feedback discussion and written documentation.</p> <p>Implementation: self-organised learning (SOL)</p>
3	Expert teaching observation and feedback	<p>Experts from the HDZ team assess your teaching twice. The impressions are discussed in a feedback meeting.</p> <p>Implementation: self-organised learning (SOL)</p>
<b>Mentoring</b>		<p>You exchange ideas with experienced lecturers about opportunities and challenges. The mutual exchange should benefit the teaching practice of both mentor and mentee. An optional orientation event lasting around two hours will be held for mentors and mentees (hybrid).</p> <p>Implementation: self-organised learning (SOL)</p>
<b>Portfolio</b>		<p>Option 1:</p> <p>The process and results of the teaching project are recorded in a scientific publication (SoTL<sup>1</sup>)</p> <p>Option 2:</p> <ol style="list-style-type: none"> <li>a) You record your impressions of the teaching project in writing: You discuss the resulting effects and opportunities gained for improving your own teaching practice and</li> <li>b) you explain what insights you have gained from the elective courses, the teaching exchange, the microteachings, the teaching observations and feedbacks and the mentoring, with the aim of making your teaching visibly sustainable.</li> <li>c) Mentoring and teaching observations and feedbacks forms (if available) must be disclosed in the appendix.</li> </ol> <p>Implementation: self-organised learning (SOL)</p>

<sup>1</sup>Scholarship of Learning and teaching: This involves the systematic examination and exploration of specific situations in your own teaching at universities, their effects and the opportunities gained from them to improve and further develop your teaching practice.

## Chronological sequence of the Foundational and advanced levels



# Development wheel for university teaching

In our understanding of professionalisation in university teaching, we do not limit ourselves to cognitive and factual dimensions. We also consider personal and social skills to be integral dimensions (cf. Euler & Hahn, 2014, p. 119)<sup>1</sup>. We use the metaphor of a wind turbine, in which the areas of competence with their respective dimensions of action represent the rotor blades and form the drive. This is intended to illustrate continuous (further) development. The main fields of activities in higher education teaching accompany the rotation comprehensively.

You can find the interactive image with more information with this [Link](#).

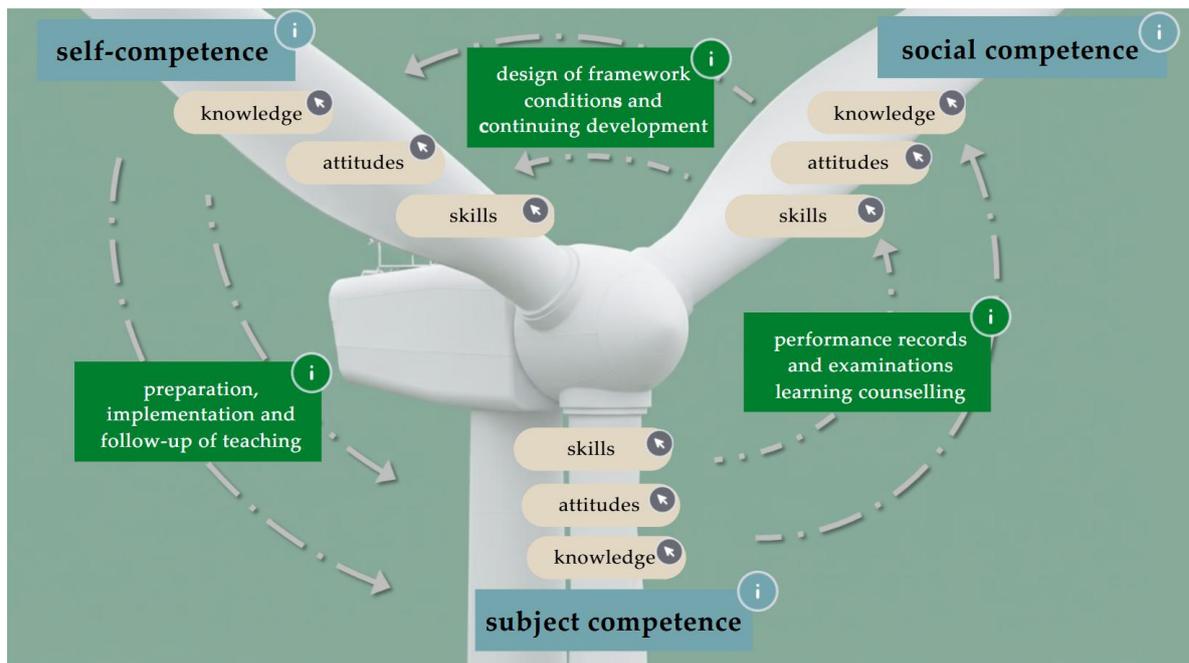


Image: Skills and competencies as a driving force for our development wheel for university teaching

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<sup>1</sup> Euler, Dieter & Hahn, Angela (2014). *Wirtschaftsdidaktik* (3., aktualisierte Aufl.). Bern: Haupt Verlag

# Instructors of CAS HSG in Learning and teaching in Higher Education

## The lecturers



### Prof. Dr Bernadette Dilger

Prof. Dr Bernadette Dilger is Professor of Business Education and Director of the Institute for Business Education at the University of St. Gallen. She studied business administration and business education. She trains prospective teachers in management, economics and law. As Academic Director of the HDZ-HSG, she is responsible for the didactic offerings at the HSG and advises and supports the teaching staff.



### Dr Stefan T. Siegel

Dr Stefan T. Siegel studied educational science with minors in psychology, sociology and political science at the University of Augsburg. Since November 2021, he has been working at the Institute of Business Education at the University and focuses his research on educational theory, professionalisation and professionalism of (prospective) educators, learning and teaching with and about analogue and digital (educational) media, as well as scientific theory, communication and scientific education.



### Dr Dietrich Wagner

Dr Dietrich Wagner studied business education at Friedrich-Alexander University in Nuremberg and worked at the Institute for Business Education at the University of St. Gallen between 2014 and 2024 on various topics in the field of higher education didactics and higher education development. He currently works for the University of Teacher Education St. Gallen at the Institute for Vocational Education and Training on various projects in research and teaching. His research focuses primarily on promoting critical reflection, self-competence and ethical competence among learners and students.



### Eliane Troxler

Eliane Troxler studied business administration at the University of St. Gallen, where she completed a bachelor's degree and a master's degree in management, organisation and culture. She also completed training as a certified teacher for economics and law in secondary schools and vocational schools. Since 2022, she has been working as a research assistant at the Institute for Business Education at the University of St. Gallen and, since February 2023, she has been a doctoral candidate researching mindfulness-based interventions at the university.



### Marco Strate

Marco Strate completed a commercial apprenticeship and then studied economics at the University of Basel. Since February 2021, he has been employed as a research assistant and doctoral candidate at the Institute of Business Education and Training at the University of St.Gallen.



### Nathalie Graber

Nathalie Graber is a research assistant and doctoral candidate at the Institute of Business Education and Training at the University of St.Gallen. She also works as a secondary school teacher. Her research focuses on lifelong learning, non-traditional students and access to higher education. She has professional experience in various positions within the education sector and, after completing her Foundational vocational training, studied psychology and educational sciences and obtained a teaching diploma (secondary and vocational schools) in psychology/pedagogy.

## Contact persons and further information

This continuing education programme is co-managed in terms of content and structure and supported by the administrative management.

### Academic director & programme director



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### Co-programme director



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### Administrative director



[Karen Kaspar](#)

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### Location

Face-to-face sessions usually take place in seminar room 24-3-246 in the central institute building ZIG on the campus of the University of St.Gallen.

Centre of Learning and Teaching in Higher Education (HDZ-HSG)

University of St.Gallen (HSG)

Dufourstrasse 40a

CH-9000 St.Gallen

<https://hdz.unisg.ch>

### Programme costs

For HSG members and lecturers at the HSG, the costs of the programme are covered by the HSG. For external participants who do not teach at the HSG, the costs are as follows:

Foundational level: CHF 3,500

Advanced level: CHF 5,700

### Registration

Registration is done through an application process (see below).

The number of places is limited.

### Application

Please complete the application form on the [website](#).

Application deadlines:

Foundational Level (start of autumn semester): 30 June

Advanced Level (start of spring semester): 30 November

