

LEARNING AND TEACHING
AT JOHANNES GUTENBERG UNIVERSITY
MAINZ



Johannes Gutenberg University Mainz (JGU) boasts roughly 36,000 students from over 130 countries, making it one of the ten largest universities in Germany. As a comprehensive university, JGU brings almost all academic disciplines together on its Gutenberg campus. Some 4,150 academics, including 540 professors, teach and conduct research at more than 150 institutes and clinics. The integration of the University Medical Center and two colleges of art within Mainz University is unique in the German higher education system.

Title image:
Prof. Damaris Nübling (center) with Sarah Kalifa (American Studies and Anthropology, 7th semester) and Peter Kraß (Linguistics and Education, B.A. and a member of the JGU Career Service staff). Damaris Nübling is Professor of Historical Linguistics of German at the German Department of Mainz University



CONTENTS

THE GUTENBERG SPIRIT	5
THE GUTENBERG CAMPUS	9
THE CURRICULUM PROFILE	11
INFORMATION AND SUPPORT SERVICES	27
RESEARCH-LED TEACHING	35
INNOVATIVE TEACHING	41
QUALITY ASSURANCE	47
CAMPUS MAP	51

Creative minds shape the knowledge culture at our university and at the Mainz University Medical Center. Nearly 50,000 employees and students from over 130 nations take up the daily challenges of research and science, of teaching and learning. Living and working together as they do on the university campus, it is these people who make Johannes Gutenberg University Mainz successful through the diversity of their talents, their capacity for innovation and creativity, their curiosity and passion as well as their courage to overcome any boundaries they may encounter. Mainz University sees it as one of its primary objectives to promote and support these individuals in line with our institution's defining maxim: The Gutenberg Spirit: Moving Minds – Crossing Boundaries.

Prof. Georg Krausch
President



THE GUTENBERG SPIRIT

"Making people fit for the future" – this is the task to which Johannes Gutenberg University Mainz is committed. We consider teaching and learning to be the means through which we can convey future-oriented knowledge and skills on the basis of high quality research. Research-led learning, general employability, personal development – we focus on these, also taking into account the international context. We see the high level of diversity in our group of students as an opportunity for the continuing development of our university.

Prof. Mechthild Dreyer
Vice President for
Learning and Teaching



10

GOOD REASONS FOR
ENROLLING AT MAINZ
UNIVERSITY

- 1 Wide range of subject and curriculum options with a great variety of subject combinations
- 2 Skilled and innovative teaching staff
- 3 Internationally successful research
- 4 Professional learning management
- 5 Qualified consultation and support services (covering the period from admission to university to professional placement)
- 6 Extensive academic contacts and involvement in collaborative projects in Germany and abroad
- 7 Comprehensive international student exchange program
- 8 Wide range of advanced and further education opportunities
- 9 Campus university located in the Rhine-Main region
- 10 Open and friendly atmosphere plus international flair

COMMITTED TO ITS STUDENTS

In order to ensure that a high quality of learning and teaching is maintained, Johannes Gutenberg University Mainz has taken a number of long-term measures in recent years:

- Development and implementation of a university-wide teaching strategy
- System accreditation and systematic evaluation of learning, teaching, and the examination system
- Establishment of the Gutenberg Teaching Council (GTC) as a strategic instrument for the continuing development of teaching, academic teaching skills, and course structures
- Targeted promotion of innovative teaching and learning projects
- Development of a comprehensive professional information and counseling system
- Introduction of a university-wide study and examination administration system
- Introduction of an integrated campus management system
- Profound personal development options for academic and non-academic staff

With all these measures JGU sees itself well-prepared for achieving its academic aspirations and meeting its responsibilities towards society in general. In addition to a high-quality curriculum, Mainz University offers its students an attractive social and cultural environment and transparent structures geared to academic success.



Teaching, undertaking research, learning, and living together – Johannes Gutenberg University Mainz is the only German university of its size that combines almost all its academic disciplines and institutions on a single campus located near the city center. Teaching and research facilities are in close vicinity to student residences and day care facilities, sports venues and cultural institutions, shops, restaurants, and cafés. And for those seeking peace and quiet, there is even the opportunity to relax and take a breather in the JGU Botanic Garden all year long.



THE GUTENBERG CAMPUS

As a place of lively academic culture, the Gutenberg campus offers many opportunities for active use of leisure time – be it in the choir or orchestra of the Collegium musicum, in the courses of the general university sports program, the General Studies program, theater groups, the university cinema, university student communities, or the many other student-run projects. The annual highlight in the student calendar of event is the summer party organized by the General Students' Committee (ASTA), during which thousands come to celebrate on the campus.

The Gutenberg campus plays host to the world. Students and teachers come from all continents to Mainz, providing the campus with an international presence. Learning about and understanding other cultures, building friendships around the globe – this makes for a very special lifestyle and invaluable experience.

Good academic and artistic qualifications, development of social skills, career field orientation, and personal development – all this the comprehensive curriculum offered by Johannes Gutenberg University Mainz aims to instill in its students. Efficiency, transparency, service orientation – this is what our professional study management system designed to accompany our curriculum provides. The goal is to ensure that every individual student feels well supported during their course of studies. For this purpose, our university student advising offices act as decentralized support and service centers. The student-related tasks come together in these offices thanks to effective, transparent, integrative, and service-oriented study management.

Prof. Bernhard Einig
Head of the Office for
Learning and Teaching



THE CURRICULUM IN OVERVIEW

Learning and teaching at Johannes Gutenberg University Mainz are characterized by the diversity of academic specializations, interdisciplinary potential, internationality, and the close orientation with research.

Because Mainz University is a comprehensive university offering a wide variety of subjects, many different forms of cross-disciplinary teaching and learning are possible. From A as in Anthropology to Z as in Zoology – the subjects on offer extend from the humanities through economics, social sciences, and law, to the natural sciences, medicine, and dentistry as well as to artistic subjects (art and music), sports, theology, and interpretation/translation. The media subjects are a particularly high-demand special feature of the curriculum.

With its more than 220 degree courses, including some 100 Bachelor's and 100 Master's programs of study, JGU offers not only a wide range of study subjects but also numerous options for course combinations. These include international courses of study leading to the award of a bi- or even tri-national degree. In short, the modularized study structure at Mainz University adopted following the Bologna reforms is innovative as well as practice-, research-, and career-oriented.

SKILLS FOR THE WORLD OF WORK

Mainz University sees the Bologna Process as an opportunity to adapt its course structures and contents to meet the needs of a networked society without regional borders. Our study programs have thus been extensively redesigned to meet the requirements of an increasingly globalized world of work. We provide students with high-quality academic and artistic qualifications while also teaching them comprehensive methodological and social skills. Students thus acquire the best prerequisites for a successful entry into the world of work.

Good TO KNOW

The examination regulations of JGU are such that there are few legal restrictions when it comes to planning your course of study according to personal schedule requirements – if, for example, professional or family needs mean that you are unable to take a full-time course.

ZOOM

MASTER'S DEGREE PROGRAM IN PSYCHOLOGY (M. SC.)

Would you like a career as an independent psychologist, working in compliance with international standards? You can gain the qualifications you need through our Master's degree program in Psychology. Our Master's program is career-oriented and aims to provide you with the professional skills you will need. There are various different options available to course participants. Students can choose to specialize in "Legal Psychology and Work, Organizational, and Business Psychology." Alternatively, they can choose to be more clinically oriented and specialize in "Health Psychology," acquiring a broad range of expertise in the fields of health and clinical psychology and thus becoming qualified to work in the health professions. Students taking either of these specialisms have the opportunity to undertake independent research during the course. Close supervision and modern technological facilities provide for a varied and exciting environment.

CREATING 'GLOBAL CITIZENS': MULTINATIONAL DEGREE PROGRAMS

Mainz University aims to prepare its students for life and work in internationalized and globalized contexts. It sees its core mission in generating academic knowledge, transmitting and preserving artistic skills, and promoting excellence. There are no historical, cultural, or national boundaries with regard to this knowledge, excellence, and skills. This is clearly reflected in our motto 'The Gutenberg Spirit: Moving Minds – Crossing Boundaries' and our international outlook as a hallmark of JGU.

The new integrated programs offering a variety of degree options are an important fundamental element of this. The relevant curricula require students to complete part of their courses at partner universities abroad as well as at JGU. They then acquire both the regular Bachelor's or Master's degree from Mainz University as well as a full-fledged diploma from the partner country. In addition to gaining intercultural skills and experience, future professional prospects are enhanced by these multinational courses of study.



For me, good teaching primarily means having great respect for the interests, abilities, and individual personalities of our students.

*Prof. Gerhard Kruij
Faculty of Catholic Theology,
winner of the 2012 Teaching
Award of the JGU Senate*



MULTINATIONAL DEGREE PROGRAMS

MAINZ-DIJON-SHERBROOKE

The Mainz-Dijon Bachelor of Education course leading to a double degree in the field of teacher training is unique in Germany in terms of structure and range of subjects.

"Studying in France and Québec has enabled me to learn about two sides of the French-speaking world: their respective dialects, their partly shared history, and, at the same time, their totally different lifestyles."

Dominic Böhme



MAINZ-DIJON-LENNOXVILLE

Trinational Bachelor of Arts or Bachelor of Education/License degree program

"Thanks to the trinational course, I have met many different people, made contacts, and gained new friends all over the world. This has enriched my life, for now I am more open to new things, can approach people more easily, and cope with unusual situations more rapidly."

Mareike Reeb

LENNOXVILLE

SHERBROOKE



MAINZ-DIJON | BACHELOR OF ARTS

"While it is true that language skills are necessary to take the double degree program, they are not at its core. Instead, openness and a willingness to work are the keys to success." Francis Masson

STOCKHOLM

KAUNAS

MAINZ

DIJON



MAINZ-PARIS

German-French Bachelor of Economics

"You can acquire two degrees – the German Bachelor of Science and the French Licence de Gestion – in the normal Bachelor's degree study time through the German-French double Bachelor's degree in Economics program, a program of excellence offered by the Franco-German University (DFH), despite having to study for a year abroad in Paris. A minimum two-month internship in a French-speaking country is then mandatory in order to experience the European working world. I am sure that my experience abroad is a major highlight in my CV, and this has been confirmed to date in my professional career." Miriam Dehler



MASTER'S DEGREE IN INTERNATIONAL ECONOMICS AND PUBLIC POLICY English-language program for students from the entire world

"During my one year of studies in Mainz I had a chance to learn a lot, not only about economics, but how to live abroad. I met many nice people, with whom I hope I will still be friends after going back to Poland. I will take from Mainz to Warsaw beautiful memories, a better knowledge of German, and friendship." Marta Czarnecka



MAINZ-KAUNAS-STOCKHOLM

International Master in Sociolinguistics and Multilingualism and Northern European and Baltic Languages (SNEB) in Linguistics

"SNEB offers me linguistic diversity and helps me to look at it from a new point of view. It also opens up many professional opportunities in international companies and institutions. The great support that you are given when you take the SNEB program is an added advantage and I am glad I chose it." Maren Gockel

STUDYING WITHOUT OVERLAP

The secondary school teacher training program with around 6,000 students plays a central role at Mainz University. This is because we recognize that teachers occupy key positions in our knowledge society. In addition to taking Education as a mandatory subject, student teachers can choose from more than 20 different specialist school subjects, almost all of which can be combined with each other. In this way, JGU ensures that the individual interests of its students are catered for and makes possible otherwise rarely selected subject combinations. A time window model has been specially developed for the course to prevent possible overlaps despite the fact that there are nearly 200 different possible combinations.

Teacher Training Center

The Teacher Training Center plays a central role in teacher training at Mainz University. It is at the interface between the various structures and institutions responsible for the training of future teachers, i.e., the ministry, the university, the students seminars, and the schools involved. The Teacher Training Center is responsible for the cross-disciplinary design and organization of teaching-related courses of study, supports school research projects, and ensures that academic and practical vocational training are adequately integrated.

BIOLOGY
CATHOLIC RELIGIOUS EDUCATION
CHEMISTRY
COMPUTER SCIENCE
ENGLISH
FINE ARTS
FRENCH
GEOGRAPHY
GERMAN
GREEK
HISTORY
ITALIAN
LATIN
MATHEMATICS
MUSIC
PHILOSOPHY
PHYSICS
PROTESTANT RELIGIOUS EDUCATION
RUSSIAN
SOCIAL STUDIES
SPANISH
SPORTS

+ EDUCATION

There are 22 subjects available to student teachers – in any combination and to be studied without overlap.

TOWARDS AN ENHANCED INTERDISCIPLINARY AND INTERCULTURAL OUTLOOK

Setting new standards in teaching and research: The Johannes Gutenberg Endowed Professorship is reserved for those who, because of their academic achievements or their work in cultural and public life, are able to bring together various specialist perspectives and develop extensive insights.

The JGU General Studies program offers undergraduate students from different degree courses options to supplement their study in terms of interdisciplinarity. The aim is to enable them to gain interdisciplinary perspectives and key skills, in addition to insights and information on topical cross-disciplinary themes.

General Studies

The General Studies program at Mainz University, first instituted in 1948/49, is one of the oldest established instances of this form of institution in Germany. Its purpose is to provide students with further interdisciplinary and intercultural insights outside their degree programs and to promote interdisciplinary approaches to research and teaching. Many of the study courses include modules that impart elements of interdisciplinary academic scholarship and interdisciplinary methodological skills. Each semester, there are 54 courses offered as part of the General Studies program that can accommodate up to 18,000 participants.



Previous holders of an Endowed Professorship at Mainz University include the cultural historian and winner of the Peace Prize of the German Book Trade Fritz Stern, former German Foreign Minister Hans-Dietrich Genscher, neuropsychologist and cognitive scientist Angela D. Friederici, and literary scholar and social researcher Jan Philipp Reemtsma (from left).

ART AND SCIENCE UNDER ONE ROOF

Professional musicians have been trained in Mainz for more than 60 years. With the goal of bringing art and science together in one place, the Rhineland-Palatinate state government decided to create a special pathway within the German university landscape. Rather than founding an independent music and arts college in Rhineland-Palatinate, artistic training was integrated into the university. As a result, the Mainz School of Music and the Mainz Academy of Arts are part of the university and offer more than 20 arts-related degree programs.



PROF. WOLFRAM KOLOSEUS
PROFESSOR OF ORCHESTRAL
TRAINING AND PROGRAM
MANAGEMENT

What is so special about the university orchestra?

It includes students with very different levels of training – but they all benefit from each other.

How do the lessons work?

The sessions are structured in exactly the same way as for professional orchestras. We rehearse our repertoire and undertake musical projects. Rapidity is a feature of our rehearsals so that students learn the flexibility they will need later. We don't simply play etudes, but rather major, complex orchestration – in other words, we train using the most challenging pieces, such as a difficult

Beethoven symphony. During projects, we study the pieces intensively, intent on the details. We invest a lot of time in order to achieve the best possible quality. The outcome is the public performance of a concert or an opera.

Is there time for rehearsals in small groups?

Yes, of course. Within the various projects there are so-called section rehearsals involving, say, just the strings or brass, and in these we look in detail at the various specific problems. But students are also free to consult me outside rehearsals, if, for example, they have questions about interpretation.

WORLD'S LARGEST TRAINING CENTER FOR INTERPRETATION AND TRANSLATION

Interpreters and translators who wish to take on the challenging task of facilitating linguistic and cultural exchange between countries and regions need extensive academic training. One of the oldest established and largest educational institutions of this type is the JGU Faculty of Translation Studies, Linguistics, and Cultural Studies in Germersheim, where appropriate courses are on offer.

ZOOM

SPECIALIST INTERPRETER, MASTER IN TRANSLATION

The Intercultural German Studies division offers a Master in Translation degree program focusing on specialist interpreting in social, medical, and legal settings. The environment of clinical situations or therapy settings, socio-pedagogical counseling interviews, or police interrogation requires a more conscious positioning of specialist interpreters as intercultural mediators.

In practice-oriented teaching sessions, the future specialist interpreters are made aware of potential problems, are sensitized to cultural differences, and are encouraged to be even more self-critical than in day-to-day interpreting. For this purpose, a situation simulation technique developed by Dr. Şebnem Bahadır is used. This combines ethnographic, theater-anthropological,

and sociological concepts with the fundamentals of translation skills. In the lessons, which are held in the form of all-day block courses, the students develop realistic scenarios together with professionals from various fields (psychologists, social workers, psychiatrists, police officers, doctors, midwives, etc.). Through strategies such as repeating the simulation, slowing down the processes, fragmentation, changing perspectives and roles, and using participant observation, reflection, and self-reflection, the interaction and interplay of verbal and non-verbal activities are brought into focus. Theory-oriented lessons complement the simulation and offer students an introduction to an interdisciplinary field of research.



Through this Master's degree program, we want to set new quality standards and provide an academic education that has a clear research orientation over and above the low-threshold training courses generally on offer.

Prof. Dilek Dizdar
German / Intercultural
German Studies division



INNOVATION: THE 'ILKUM' E-LEARNING PLATFORM OF THE MAINZ UNIVERSITY MEDICAL CENTER

The University Medical Center of Johannes Gutenberg University Mainz is home to more than 60 specialist clinics, institutes, and departments. Research and teaching are an essential adjunct to medical care. One in students enrolled at JGU is registered for Medicine or Dentistry courses.

ZOOM

NEW E-LEARNING PLATFORM: LECTURES AND OPERATIONS JUST A MOUSE CLICK AWAY

The new e-learning platform ILKUM – the interactive learning target catalog of the Mainz University Medical Center – is a real revolution in medical training. Internet access is all medical and dentistry students need to download case studies of disorders and operations in the form of video and image material directly onto their laptop, tablet PC, or smartphone.

As Germany's only e-learning platform, ILKUM functions using the competency level assessment systems for medicine (Bloom's taxonomy and Miller's pyramid) and, in the case of dentistry, the European competency level assessment system defined by the ADEE,

the Association for Dental Education in Europe. In addition to providing for general searches, ILKUM also structures themes to establish a learning target catalog. The benefit to students is that, with the aid of the catalog of learning targets, they have a frame of reference to hand that enables them to identify what is really important in the study of Medicine or Dentistry. Moreover, ILKUM allows extremely fast access to study-relevant background information such as guidelines and key literature.

Another core feature of ILKUM is the search function, which finds answers to medical and dental queries in the shortest possible time. In addition, the system has a calendar option so that comprehensive documentation on current or past lectures or further education sessions can be found.



ILKUM is not only an exemplary way of providing training in medicine but can equally well be used in other subjects in order to achieve a substantial improvement of teaching and learning through sustainable blended learning. 'Blended learning' is a form of integrated learning in which the benefits of classroom teaching and e-learning are combined.

Jörg Skorupinski
IT and Knowledge
Management, CHE Center
for Higher Education



MODERN INFORMATION AND COMMUNICATION INFRASTRUCTURE ON CAMPUS

Mainz University Library

The University Library with its approximately 3 million books, a wide range of electronic media, and well over 2 million visitors per year, is JGU's central information and literature supply system for students, teachers, researchers, and all other interested persons.

Center of Data Processing

The Center of Data Processing is the information and communication technology service provider for members of the university. It operates the campus network with more than 14,000 ports and 600 wireless LAN access points and performs a broad spectrum of tasks – from account management to high-performance data processing, assuming responsibility for 8,500 computers and phones to electronic exams.



DR. ANDREAS
BRANDTNER
DIRECTOR OF
THE MAINZ
UNIVERSITY
LIBRARY

What role does the university library play within the university?

We are the core organization when it comes to the supplying of literature and information. We see ourselves as a service provider for students, teachers, and researchers. Our library does not only provide rooms for individual learning, but also for group work and the exchange of ideas.

What is happening in the field of electronic media?

The medical and natural science faculties, in particular, are increasingly turning to electronic resources. This is something we need to take into account. Hence in certain disciplines, almost the only thing we now purchase are e-journals. Nevertheless, we also provide other media for the humanities subjects, for example, which are still very much book-oriented. What do you think a university library will be like in 2030?

I imagine that the supply of information will be primarily digital. Nevertheless, there will also have to be physical spaces for learning, working, and discussion, which the university library will offer according to need. We will also always need personnel to help us to competently deal with the vast amounts of digital material.

LIFELONG LEARNING: EXTENSION STUDIES

Material wealth and social welfare in the knowledge society are primarily determined by its citizens' performance capacity. Continuing education in the form of lifelong learning has thus long played a central role at Johannes Gutenberg University Mainz.



PROF. MARIA BLETTNER
DIRECTOR OF THE INSTITUTE
OF MEDICAL BIOSTATISTICS,
EPIDEMIOLOGY, AND
INFORMATICS (IMBEI) OF
THE MAINZ UNIVERSITY
MEDICAL CENTER

Epidemiology – for whom is the program designed?

There was no Epidemiology degree program until about 15 years ago. People were trained in the USA or in the UK and acquired further knowledge and skills on the job. Since the 2004/2005 winter semester, however, it has been possible to acquire a Master of Science in Epidemiology at Mainz University in an extension course aimed specifically at professionals. The applicants for our course work for the health authorities, the pharmaceutical industry, and the German Cancer Research Center, but also include medical practitioners who want to become more involved in research. Participants need basic medical and biological knowledge, an interest in mathematics, and organizational talents.

What can course participants expect?

The candidates can expect a modularized course with individual supervision. Module duration is between six and nine days. Many of the participants get leave of absence from their employers to attend. The program is part of a European training network and also provides participants with the opportunity to participate in courses at European partner universities, such as in Utrecht/Netherlands, Porto/Portugal, and Turin/Italy – something that we think is particularly important. After all, epidemiology is a discipline for which there are no borders.

Center for Continuing Education

Courses and seminars, programs such as “Studying at age 50+”, project management, and consulting – the Center for Continuing Education is a central facility of Mainz University and sees itself as a supplier of services to private individuals, institutions, and companies. Its range of offers represents JGU's response to the increasing need for counseling and additional qualifications, especially among professionally active academics. In-depth knowledge about the most recent state of research is practically imparted. Around 5,500 participants benefit from this annually.

JGU ON TOP!

The continuing education programs at Johannes Gutenberg University Mainz are exemplary in terms of their relevance and level of innovation of the knowledge imparted, the international networking as well as the possibilities for direct transfer into professional practice. This has been confirmed in the state comparison undertaken by the Donors' Association for the Promotion of Sciences and Humanities in Germany [Stifterverband für die Deutsche Wissenschaft], which specifically put continuing Master's programs under the microscope. The state of Rhineland-Palatinate and in particular Mainz University are among the leading group nationwide with regard to lifelong learning programs. In addition to this, for the third time since 2003, the elaborate Learner- and Customer-oriented Quality Testing in Continuing Education (LQW) assessment process has verified that the JGU Center for Continuing Education operates to a superior performance standard.



ASTA
PRESIDENT
JASCHA
SCHOLER

What sort of input does the General Students' Committee (AStA) contribute to teaching and learning at JGU?

We see it as one of our tasks to ensure the quality of teaching across the board. There must be no areas that are neglected to the benefit of elite projects. In addition, we strive to make sure that there are good conditions for learning at all levels. That goes down to the smallest details.

What services do you offer students?

We offer a wide range of services. At the information session for freshmen, we explain what options are available at the university. We are involved, among other things, in the negotiation of the semester ticket conditions and organize the cultural program on campus. We support students in emergency situations and can – in certain cases – even provide financial help, so that they can continue to study. We also advise students on examination matters, how to get a place on a Master's degree course, and generally help with any questions about studying.

COMPETENCE CENTERS: THE STUDENT ADVISING OFFICES

In addition to an attractive curriculum and highly qualified teaching staff, a structured, professional, and carefully coordinated course organization and course management are essential conditions for academic success.

More than ten years ago, Johannes Gutenberg University Mainz decided to rise to this challenge by restructuring its central study administration institutions in order to create a more customer-oriented student service. In 2008 as a consequence, JGU initiated the development of a unified study management system in its decentralized institutions to complement the introduction of modularized degree programs. Within a very short time, a comprehensive series of student advising offices and registrar's offices were established at the faculties as well as at the Mainz School of Music and the Mainz Academy of Arts. These now employ more than 150 personnel who are responsible for the administrative processes in relation to study, teaching, and examinations.

The student advising offices have quickly become competence centers and one-stop shops for students and teachers. They also function as the necessary link between the central administration and the faculties.

These developments were accompanied by the introduction of the integrated campus management system CampusNet/JOGU-StlNe that, as a central IT platform, provides a portal for many activities within the student life cycle – from application for admission and enrollment for courses and exams to communication between teachers and students.



DR. SANDRA PETERMANN
HEAD OF THE REGISTRAR'S
AND STUDENT ADVISING
OFFICES OF THE FACULTY
OF CHEMISTRY,
PHARMACEUTICAL
SCIENCES,
AND GEOSCIENCES

Why was it necessary to set up student advising offices?

At first, it was difficult for us to make the case that in the wake of the introduction of the more standardized Bachelor's and Master's degree programs it was desirable and important to create student advising offices. Then it came down to basics. Just exactly how should they be structured? How many do we need, and where? How should these be financed? We decided, for example, in favor of a centralized management post at the dean's office, but put in place decentralized student advising offices for each subject.

What were the challenges?

We initially met with skepticism about if what we were doing was really necessary. Not everyone saw the need for change. Meanwhile, it became clear that we could make study administration more professional,

make processes such as course registration and placement allocation more transparent, and even take administrative work off the hands of teaching staff by releasing them from the need to issue course certificates, for example.

Where are you today?

We have thirteen employees who work partly full-time and otherwise part-time. All have been here a long time and have participated in numerous training sessions, so that their skill levels are very high. We have also made sure that we get people who really enjoy working on the PC, who love communicating with students and organizing their studies. And in addition to this, our work of persuasion goes on – the process is not over yet.

INFORMATION AND SUPPORT SERVICES

The characteristic stages of the student life cycle: It all begins with the choice of course and the application for admission, then there are the actual enrollment at the university and module enrollment, a semester abroad, exam registration, leading to the award of a degree, the graduation ceremony, and finally entering a profession. Johannes Gutenberg University Mainz accompanies its students in each of these phases with comprehensive support and information services. For this purpose, the university has established student advising offices in all faculties, has adapted the advisory services to the requirements of the changed study situation, and has put in place the central Student Advising and Information Center, including a Career Service. The aim is to provide continuous support for students – from the very beginning of their university studies until they take up a career – and to give them individual advice tailored to the specific needs of each stage of their time at university.

Good TO KNOW

The Student Advising and Information Center at JGU is the first stop for any questions about courses offered, application procedures, the change of a subject or the university. It offers help and advice on, among other things, the choice of course, the development of application strategies, and the planning of a job-oriented study design. Its basic approach is to give less general advice, but rather support individual decision-making processes and help students with the development of strategies. In addition to this, more than 10 years ago JGU was the first university in Germany to set up a hotline for German and foreign student applicants as well as its own students. Since then, the student services hotline employees respond to up to 1,500 calls daily regarding admission to and studying at Mainz University.

PHASES OF STUDYING AT UNIVERSITY



JUNIOR CAMPUS MAINZ: BRIDGING THE GAP BETWEEN SCHOOL AND UNIVERSITY

Johannes Gutenberg University Mainz also opens its doors to school students. In addition to playing host to school class visits, the Junior Campus Mainz (JCM) offers experiment days, research weekends, project weeks, and summer schools as well as mentoring programs and supervision of term papers, giving school students the opportunity to acquire knowledge through special experience events. The JCM program includes more than 200 projects in various formats tailored to the needs of the different age groups and types of schools. Its purpose is to awaken individual interests, to support talents, and to promote sustainable enthusiasm for studying a science or humanities subject at university.

As a comprehensive interdisciplinary program, the Junior Campus Mainz is among the pioneering projects in Germany designed to bring university and school teaching closer together. One aim is to expose school students at an early stage to the results of research to make scholarship palpable and tangible, thus instilling a thirst for knowledge in the minds of tomorrow's professionals and managers and strengthening and maintaining this during their time at school.

1

Discover

A day in the NaTLab [Natural Science Lab] for school children is always a day in which the kids learn and



experience a lot. The NaTLab team shows a great interest in and is very responsive to our questions and makes possible experiments that we cannot perform in the classroom. And the experiments are not just done for the fun of it – they are always integrated in a more widely conceived context. This means that I can readily use the results in my lessons.

Helge Kleuser teaches chemistry and mathematics at the integrated comprehensive school in Kastellaun. He regularly visits NaTLab sessions with his students.

”

BEST INTRODUCTION TO LIFE AT UNIVERSITY

Johannes Gutenberg University Mainz provides an extensive range of student and career services to inform prospective students about the content, structure, professional fields, and career perspectives of its more than 200 degree programs. These include:

UNIVERSITY TASTER DAYS: LEARN ABOUT SUBJECTS WITH THE HELP OF 'BISS'

'BISS' sessions provide an insight into everyday life at university so that high school students and everyone else interested in studying at Mainz University can make an informed decision about whether and what to study. Information sessions will allow prospective students to determine whether the selected subject is appropriate in view of abilities and preferences. Every year, JGU holds 100 BISS sessions for about 800 high schoolers.

OPEN HOUSE DAYS

Around 13,000 school students attend the annual Open House Days at JGU and in this way get a first glimpse of what courses are on offer and of campus life.

STUDYING WITHOUT A UNIVERSITY ENTRANCE QUALIFICATION

Can you study at university without a university entrance qualification? You can in Rhineland-Palatinate – if you meet certain requirements. Also JGU admits people with special talents to study here.

DISCOVER APTITUDES – PROMOTE TALENTS!

Mainz University offers especially target-oriented and talented school students the opportunity to be admitted to an early study program at university. Students on such programs attend regular classes during the lecture period. They can acquire course certificates and take exams that will be accredited in a later full degree program.

2

Inform

3

Apply

ZOOM

STEP BY STEP: STUDYING MEDICINE WITHOUT A UNIVERSITY ENTRANCE QUALIFICATION

Some 10 percent of places to study Medicine and roughly 7 percent of those to study Dentistry at the Mainz University Medical Center are currently awarded to applicants who do not hold a university entrance qualification. Applicants who have trained as paramedics and can demonstrate that they have the necessary professional experience can obtain – as vocationally qualified individuals – a subject-specific university entrance qualification. The Mainz University Medical Center offers these students special support in its 'Step by Step' program, which gives them helpful advice through a wide range of services. In addition to initial consultations, it offers taster days and preparatory courses entitled 'The Natural Sciences' and 'Learning to Learn.' Once courses have started, the 'Step by Step' program provides individual counseling sessions and tutorials, a regulars' table and a newsletter, and – last but not least – surveys and analyses of progress.

LANGUAGE COURSES FOR STUDENTS

The International Preparatory and Language Center (ISSK) welcomes foreign applicants to acquire the skills they will need for their subsequent university course. Students of Mainz University can also benefit from the wide range of language courses on offer.

**WRITING WORKSHOP**

The writing workshop teaches students how to correctly compose academic texts such as seminar and final papers.

**STUDYING WITH DISABILITIES**

Our service for disabled and chronically ill students informs about accessibility on campus.

**AID IN CRISIS SITUATIONS**

The JGU Psychotherapeutic Counseling Center provides advice and support to students struggling with mental problems and other complications relating to their studies. The Center also provides assistance in emergency situations. It offers seminars on topics such as exam anxiety and preparation, time management, learning methods, procrastination, overcoming writer's block, strategies for dealing with the fear of public speaking, preventing and overcoming depression, and assertiveness training.

**BALANCING STUDYING AND FAMILY LIFE**

The JGU Family Services Center supports students with children in finding a place in a kindergarten or other child care services, helps with its in-home daycare provider and emergency care network. It also offers activities for children during school vacation periods. Furthermore, it advises on financial matters (e.g., scholarships for single parents).

**PLANNING YOUR COURSE OF STUDY – WITH THE HELP OF THE DEPARTMENTAL ADVISORY SERVICES**

Lecturers in the respective subjects advise on the structure and content of courses and on study planning, on the accreditation of qualifications when changing subject or university, provide guidance on examination procedures, and organize tutoring and mentoring programs.

**STUDENT ADVISING OFFICES – FIRST POINT OF CONTACT**

What are the formal requirements when studying or taking exams? What qualifications are accredited when changing subject or university? The student advising offices are the first point of contact for all queries relating to administrative aspects of course management.

OPPORTUNITIES TO STUDY ABROAD

By way of internationalizing its courses as well as by facilitating international teaching cooperation projects and student exchanges, Mainz University offers its students the opportunity to experience cross-cultural exposure and interrelate with other cultures already on campus. Study at JGU is designed to educate young people to be enlightened, open-minded, cosmopolitan ‘global citizens’ able to compete in the global world of work. Mainz University provides its students with a variety of opportunities to go abroad in order to study at another university or to take a language course. At the same time, students and lecturers from all continents come to Mainz. Over 4,000 foreign students contribute to the international atmosphere on the Gutenberg campus.

JGU ON TOP!

Johannes Gutenberg University Mainz is one of Germany’s leading universities in European student and teaching staff exchange. It was awarded the ERASMUS Quality Label ‘E-Quality’ in 2013 for the fourth time in a row. Every year, 600 students and more than 60 teachers from Mainz go to a European partner university under the ERASMUS program. Consequently, JGU has achieved top positions three times with regard to German student mobility in the ERASMUS program, twice in first place and once in second place.

Bronze Award 2013 – International Student Satisfaction Germany: Mainz University is in third place in Germany with regard to attracting international students.

4

Study



We need to keep sight of our significant shared responsibility for the training and education of people throughout

the world. Thanks to my own time at Johannes Gutenberg University Mainz, this world not only came to me but I was also subsequently given the opportunity to go out into the world. I was lucky enough to enjoy an excellent level of education at Mainz University and at the same time make friends and learn how important it is to be prepared for the various challenges of our global village. Mainz University gave me all that in an atmosphere of tolerance and togetherness with a unique international flavor.

Prof. Lazarus Hangula
Rector of the University
of Namibia

”

SPRINGBOARD FOR FUTURE CAREERS

The JGU Career Service provides professionally-oriented targeted information, advice, and expertise relating to the transition from university to work. In addition to individual and group counseling in career planning and application strategies, the Career Service also offers a series of lectures during semesters to help students discover potential career fields. However, preparation for a smooth and successful transition into the world of work needs to begin at an early stage at university. The Career Service therefore offers a wide range of seminars, training, and vocational workshops during semester break in spring and fall in which students intensively deal with their professional future, acquire core key skills, learn about application techniques and procedures, and try out particular professional fields. There is an enormous demand for these services: Well over 2,000 students attend one or more of the over 130 courses offered during the Spring and Autumn University annually. Furthermore, Mainz University organizes targeted initial contacts between students and businesses using events like the annual ‘Job Speed Dating’ and its career and job fair. In addition, the city of Mainz, Johannes Gutenberg University Mainz, and the Mainz University of Applied Sciences put on a joint series of ‘Careers in the Region – Students Meeting Companies’ events, at which mid-sized businesses of the region can present themselves and come into contact with interested students.

5

Graduate

6

Remain
in contact

GUTENBERG alumni

Maintaining contact with and between former students, lecturers, researchers, and staff is a major concern of Mainz University. At a decentralized level, there is a lively university tradition that involves numerous alumni associations and circles of friends bringing together friends and former members of a faculty or institute.

With the development and expansion of the ‘Gutenberg.Alumni’ network, JGU is providing a communication and service platform across generations and disciplines as well as a forum for academic and personal dialog for all present and former members of Mainz University.

Computer science as a methodological discipline is used for solving problems in application scenarios of very different fields. Our students are confronted as early as possible with the latest developments and research tasks of the discipline, so that they can contribute their own ideas and can examine their theoretical and practical feasibility. They learn how the methods of computer science are used in application scenarios and can apply their acquired knowledge directly to evaluate aspects of research. Our students are thus an important link between computer science and the core disciplines represented in our degree programs and actively contribute to further enhance existing collaborations.

Prof. Andreas Hildebrandt
Institute of
Computer Science



RESEARCH-LED TEACHING

The unity of research and teaching – with due regard to career-oriented study courses – is an ingrained principle in JGU's strategic direction of teaching and its associated concepts and policies. Accordingly, research and teaching are understood as equivalent, interdependent, and complementary elements of academic activity. Based on this principle, Mainz University offers differentiated course structures molded in specific ways to meet the particular needs of professional activity inside and outside the university.

One special characteristic of JGU's profile is research-led teaching, i.e., the interdependence of research and teaching activities as well as the involvement of students in research. The three-phase structure of the Bachelor's, Master's, and postgraduate doctoral degree programs allows to integrate aspects of research in different forms and to various extents and degrees in these programs in accordance with the nature of the subject.

BROAD SCOPE FOR RESEARCH

Bachelor’s degree programs are already basically research-led and research-oriented so that students not only explore research topics, but also learn the basics of academic working methods. Master’s programs are substantially and methodologically oriented towards topics of current research and allow the students to critically review their own work and that of others. This independent exposure and approach to research topics and methods is extended in doctoral degree programs, which ideally results in outstanding creative research achievements.

ZOOM

MASTER’S DEGREE PROGRAM IN BIOLOGY

The ant under observation has a strange yellow color. It is infested by a tapeworm that is using it as an intermediate host until a woodpecker eats the ant. Sara Beros is interested in the interrelationship between ant and tapeworm: What effect does the parasite have on the health and behavior of its intermediate host? What impact does this have on the ant colony?
The Master’s degree program in Biology provides Sara Beros the ideal platform for her research. “I develop my own research questions and projects,” she says. “This means I discover the real significance of research while I am still studying.” This is because ‘research-led teaching’ is standard practice in her discipline. “We make sure that we integrate students into our research

groups early on,” explains Prof. Susanne Foitzik, Head of the Evolutionary Biology division. This approach is already employed in the final phase of the Bachelor’s degree program and is further intensified in the Master’s degree program. Students complete two double modules, which on the one hand include lectures and practical work and on the other hand involve a specific research project and the related academic work. Projects are designed so that considerable emphasis is placed on the methodology of research work.



“Our students prepare a kind of mini-proposal for their research topic, deal with the relevant academic literature, and formulate a corresponding thesis,” says Foitzik. They work in small groups and in close contact with research associates and professors. “This constant feedback is very important,” adds Foitzik. Because it is worth it: “The details of Sara’s Bachelor’s thesis were already of such high quality that we published them together with the data of a postdoctoral project.” The project is now even being funded by the German Research Foundation and Sara Veros will probably continue to work within this as a graduate student after obtaining her Master’s degree.

Prof. Susanne Foitzik
Head of the Evolutionary
Biology division

PATHWAYS TO A DOCTORATE

Some 600 young researchers are awarded a doctorate each year at JGU. Providing for their training plays a decidedly central role in all faculties of the university. Mainz University offers individually tailored as well as interdisciplinary structured programs for those looking to acquire a doctoral degree.

JGU ON TOP!

In its core research areas, Mainz University is an internationally prominent and competitive workplace for young researchers from Germany and abroad. At JGU, they find the necessary freedom to work and the required infrastructure for their research to be able to develop long-term professional perspectives. This is confirmed by the rankings given to JGU postgraduate training programs in chemistry and physics by the Center for Higher Education (CHE), which classify these disciplines in the “Excellence Group” of the best European universities.

- These include:
- The Gutenberg Academy for Young Researchers – an exclusive mentoring program for the top 25 doctoral students and young artists university-wide
 - A variety of courses in which key skills can be acquired and consolidated as well as measures to support networking, career planning, and a successful entry into professional life
 - Special training opportunities for doctoral candidates that take account of new developments in their fields and related disciplines

PATHWAYS TO A DOCTORATE

In addition to interdisciplinary structured programs, there are many third-party funded doctoral programs at JGU:

- The Graduate School of Excellence “Materials Science in Mainz” (MAINZ): Graduate education in the field of materials research is based on an innovative program that includes excellent scientific and practical training of doctoral students, promotion of complementary core competencies, and materials research at the highest level. Since its formation in 2007, MAINZ has established itself as an outstanding graduate school in the field of materials science. So far, more than 90 doctoral candidates have completed their doctorates at MAINZ.
- Numerous Research Training Groups funded by the German Research Foundation: Doctoral candidates can undertake coordinated work in thematically focused research programs under the supervision of several professors. The aim is to intensively prepare doctoral students for the complex ‘science’ labor market and to encourage them to engage independently in research from an early stage in their careers.
- International Max Planck Research Schools: In close cooperation with JGU, the graduate programs at the Max Planck Institutes provide talented young researchers and scientists the opportunity to graduate under excellent research conditions.

OPENING NEW PERSPECTIVES

The successful JGU measures and mentoring programs for doctoral students as well as for postdoctoral students and those looking to acquire a postdoctoral lecturing qualification are catered for by the Gutenberg College for Young Researchers (GCYR). Established as an expert body under the Excellence Initiative of the German federal and state governments, the Gutenberg College for Young Researchers is responsible for the structuring and communication of existing funding formats as well as for the development of new ones.



STEPHANIE BERGBAUER
JUNIOR FELLOW OF THE
GUTENBERG ACADEMY

What has
changed
for you

after being admitted to the Gutenberg Academy for Young Researchers?
As a Junior Fellow of the Gutenberg Academy, I receive extensive support. On the one hand, I am in contact with other Junior Fellows, with doctoral candidates from various fields of study. The Gutenberg Academy brings together people studying in all sorts of

disciplines. We exchange ideas and learn how things are run elsewhere, how we are similar, and how we are different. At the same time, I receive funding from the Gutenberg Academy that thus directly promotes my research activities and my dissertation project. So I have extra funds to finance trips to congresses, specialist literature, and research travel.
You were also allowed to choose two mentors?
Yes, they are Senior Fellows of the Gutenberg Academy and act as my internal contact points. They provide me with advice on publication strategies and careers in science. Then there are also external mentors. I myself am researching into Europe and therefore decided to find someone with experience of working for the EU. This has opened up a whole new angle for me.

Innovative academic teaching, new learning concepts, and dedicated teachers are key factors when it comes to the attractiveness of a university – especially in times when there are large numbers of students. But good teaching requires free space as well as training, recognition, and appreciation. The various support measures of the Gutenberg Teaching Council are intended to promote all this.

*Prof. Dörte Andres
Spokesperson of the
Gutenberg Teaching Council*



INNOVATIVE TEACHING

An innovative approach to promote teaching and teaching skills: The Gutenberg Teaching Council (GTC) was created in 2011 and represents one of the milestones on the road to innovative higher education. The core tasks of the GTC include the further development of teaching and the promotion of academic teaching skills. Designed to function as an expert body, the GTC makes contributions to the development of course structures and learning conditions at JGU and advises the university on strategic issues relating to teaching and learning. Among the measures initiated by the Gutenberg Teaching Council are:

- Promotion of innovative teaching projects
- Granting temporary leave of absence from teaching obligations to enable lecturers to develop their own, innovative teaching concepts
- Provision of scholarships for young researchers in order to fund a teaching period at another university, especially abroad
- Financing of teaching stints by domestic and foreign academics at JGU with the goal of exchanging information and experience in the field of practical teaching or teaching and learning research
- Hosting the annual DIES LEGENDI designed to honor excellence in teaching
- Organization and implementation of conferences, workshops, and forums to facilitate the exchange of teaching experience



G|TC



ZOOM

INNOVATIVE TEACHING PROJECT 'SCHOOL DAY SIMULATION'

80 student teachers visited the JGU Institute of Psychology to participate the 'School Day Simulation' project. They slipped into the roles of a zealous art teacher and her colleague who only has his approaching retirement in mind. They played a twelve-year-old who is still sulking because she was not allowed to go to a party on Saturday and a schoolboy who has just moved to the backwoods from Berlin and who is anything but impressed by his new surroundings, class, and schoolmates.

Prof. Margarete Imhof of the Educational Psychology division of JGU's Institute of Psychology presents a large silver suitcase that contains all the documents required for the simulation: class books, teaching aids, and white envelopes with character sketches of teachers and students. "We have never worked so extensively with role-playing in our seminars before." Everything needs to be as authentic as possible. What is at the core is the dynamics in the classroom. "You can talk about it for days, but it is something completely different when you experience it yourself." The simulation game is then followed by sessions for reflection and discussion. Imhof wants to further develop the 'School Day Simulation' so that it becomes an integral part of teacher training programs.

ZOOM

TEACHING STINT AT CORNELL LAW SCHOOL IN THE USA

Legal scholar Prof. Hanno Kube explains: "We need structures with which we can continually stimulate students during their studies." Kube found some of these structures at Cornell Law School in Ithaca, New York. The Gutenberg Teaching Council financed his teaching stint there. "When it comes to teaching law, we scarcely have any opportunity to speak directly to individual students in the courses," says Kube. At Cornell Law School, there is a simple remedy for this: seating charts. "Everyone is assigned a specific seat, and the teaching staff are issued with sheets showing the portraits and names of the students. This means they can actually address students personally in class." A second technique used is that of reading assignments. "The students get very specific homework. They read about a case, which is then discussed in the seminar. That way all students are able to actively participate. For us, however, the consideration of actual cases in class only plays a minor role. We place much more value on teaching the structure and content of the legal code. The joint discussion of such cases is often too short." Kube plans to discuss the methods that he learned in the USA with colleagues and students. "The Gutenberg Teaching College is an ideal platform for this purpose."

ZOOM

SABBATICAL SEMESTER: NEW OFFER FOR EXCHANGE STUDENTS

How can JGU attract more exchange students? This question was posed by Dr. Annette Schmitt of the Institute of Political Science and Dr. Pia Nordblom of the Department of History. "International students are important to us because they enrich us in every way," says Schmitt. "Thus we designed a special program for them." This takes the form of two courses designed to help international students better navigate the foreign environment and to obtain the necessary credits points at Mainz University. "The two-hour seminar covers topics that are interesting for foreign students in Germany; the additional tutorial provides an introduction to the tools that will help them achieve success in studies and examinations." In order to enable Nordblom and Schmitt to further develop this basic "Course Concept for Exchange Students in the Humanities and Social Sciences at JGU," the Gutenberg Teaching Council granted them sabbatical semesters. "That gave us the time to design the courses, to think through all the conditions, to establish networks, and to explore what opportunities exist," says Schmitt. It is planned to continue developing these courses and to offer them to other JGU faculties, departments, and institutes.

Good TO KNOW

The showcase of innovative teaching and learning at JGU: The DIES LEGENDI, sponsored by the Gutenberg Teaching Council, serves as a forum for the exchange of information and experience on teaching concepts and methods between dedicated teachers and gives impetus to the continuing development of teaching at Mainz University.

LEARNING TO TEACH – ADVANCED TRAINING IN UNIVERSITY TEACHING

Teaching staff at Mainz University can use different ways of ‘learning to teach’ and draw on a variety of university teaching courses. One exemplary program is provided by the Evaluation Association of Institutes of Higher Education Southwest, to which JGU and 17 other universities in Rhineland-Palatinate, Hesse, and Saarland belong. Here teachers can train individually and acquire the Rhineland-Palatinate Certificate. In addition to seminars and training, this program also involves individual teacher coaching and comprises a total of 120 hours.

In addition, JGU offers other methods of training in university teaching. The paradigm shift of placing greater emphasis on learners themselves and skills acquirement during studies initiated in the wake of the Bologna Process has also had a knock-on effect on the structure and form of examinations.

The JGU Examination Workshop funded by the German Federal Ministry for Education and Research is developing new methods and practices of examination in collaboration with the university faculties and departments, studying their effectiveness, and testing them in practice. The findings from these surveys and experiments are then incorporated in guidelines and recommendations on forms of examination and testing practices. These are made available to all teachers and students at Mainz University.

ZOOM

EXAMINATION WORKSHOP – FEEDBACK BY SMARTPHONE DURING LECTURES

It is a bit like “Who Wants to Be a Millionaire?” Students are given a set of questions with a set of multiple choice answers delivered to their smartphones to select from them. It is almost a game. The system is called eduVote and is currently being road-tested by the JGU Examination Workshop. It is particularly suitable for large teaching events, for lectures with hundreds of students, where it was previously very difficult to obtain feedback from the students. It is even possible with eduVote to abruptly interrupt the course for a quiz to determine the students’ level of knowledge. It can also be used to assess to what extent the subject matter has so far been understood. Then the lecturers can respond to this feedback. First reactions to eduVote have been very positive – in disciplines as different as Chemistry, History, and Economics. Lectures get an interactive touch without the need to use expensive equipment and the learner is placed even more at the focus.

‘Peer Group Coaching,’ a program being funded by the German Federal Ministry of Education and Research under the Teaching Quality Pact, is a strategic measure designed to enhance teaching skills. What is unique is that the focus is on the collective perspective, the teaching group. The entire program consists of five key elements: discipline-specific university teaching skills workshops, sitting in on classes, and collegial practice guidance as well as interdisciplinary presentation training and class visits.

SPONSORED BY THE



Federal Ministry
of Education
and Research

SCRUTINIZING PERSONAL STYLE: AN EXPERIENCE REPORT ON THE “PEER GROUP COACHING” PILOT PROJECT

“It was very instructive to subject my own style of teaching to negotiation within a protected environment,” claims Dr. Stephan Hobe of the JGU Institute of General Botany.

The interdisciplinary presentation training, in particular, is something that sticks in his mind. *“We were two lecturers in German, a historian, and two biologists. We presented excerpts from our respective courses in the form of short talks. It was really fascinating – especially with regard to the various different presentation styles. This training was very effective. You start to view your own teaching style with different eyes. In my case, there was criticism about the structure and form of my presentation slides. I used this feedback and adopted the suggested improvements.”*

Later on, Hobe together with other participants from the coaching program attended a one-and-a-half-hours lecture given by a historian to an audience of students. *“This gave us the chance to apply that what we had previously practiced in training to a real lecture situation.”*

Hobe adds: *“If you are willing to question your own style and to use the new input in your own teaching, this form of peer group coaching is very productive.”*



Dr.
Stephan Hobe
Institute
of General
Botany

We have a dual responsibility when it comes to providing our students with high-quality learning conditions, one of the core tasks of every university. We have a responsibility with regard to our students in that we need to provide them with the best academic training possible to ensure that they have an excellent start in their careers, but we also bear a responsibility towards society, since the students of today are the leaders and decision makers of tomorrow. The ongoing quality improvement of teaching and learning is therefore given a very high priority at Johannes Gutenberg University Mainz.

*Dr. Uwe Schmidt
Head of the Center for
Quality Assurance and
Development*



Evaluation
quality development
university didactics
system accreditation
teaching and learning research
Absolventenstudien
Qualitätsentwicklung
Hochschuldidaktik
Systemakkreditierung
Lehr-Lern-Forschung
alumni surveys



QUALITY ASSURANCE

A key element of the quality management system at Johannes Gutenberg University Mainz is its Center for Quality Assurance and Development. As a transdisciplinary academic organization, it is responsible for quality assurance and quality-promoting measures in research, teaching, and organization. Its key tasks involve evaluating subjects and faculties and the promotion of university teaching skills and of young researchers. In addition, the Center for Quality Assurance and Development assesses projects and programs and is actively involved in the field of higher education research.

A functioning system of quality assurance is the prerequisite for guaranteeing high-quality study programs and the promotion of appropriate measures for their further development. JGU has nationally recognized expertise here. For the future, the primary strategic goal will continue to be the establishment of ideal study conditions and ensuring students' successful transition to professional life while creating a motivating environment for dedicated teaching.

THE 'MAINZ MODEL' OF QUALITY ASSURANCE

The techniques used at Mainz University to enhance quality are characterized by the fact that all the essential tasks of the university are taken into account. Concepts for optimizing learning and teaching are treated as being as important as issues such as the development of a high-profile research environment or maintaining efficient administrative processes. The concept of quality management has also been integrated in a forward-looking overall concept of university management and development, evaluation, and accreditation.

The JGU Center for Quality Assurance and Development is the linking element between the concerns of students and the demands of high-quality degree programs. The needs of students, young researchers, and teachers are at the focus of all activities designed to improve university learning and teaching.

System accreditation means: Quality improvement measures are introduced before the start of a degree program. During the subsequent course of the study cycle, emphasis is placed on various surveys designed to generate comprehensive insight into the conditions of degree programs, the achievement of study goals, student success, and student satisfaction. Used for this purpose are, for example, surveys of freshmen and students' course evaluations, questionnaires about work load,

surveys of graduates on their professional careers as well as other diverse and ad hoc surveys and evaluations.

Once a course of study has been established for several years, the results of this continuing survey practice form the essential basis for continual optimization within re-accreditation procedures.

It is thus made apparent that the entire study and teaching cycle at JGU is subject to continuous monitoring. These deliberately closely intermeshed measures form a coherent control circuit.

JGU ON TOP!

Mainz University is the first university in Germany to have been awarded the official seal of accreditation from the Accreditation Council for its own internal quality assurance system. This award is a very important milestone in the further improvement of course quality. JGU can now independently monitor and accredit its courses of study using quality improvement techniques tailored to the specific on-site conditions. Following the two-year pilot project for system accreditation in 2006 and especially with the successful acquirement of system accreditation in March 2011, the internal accreditation and re-accreditation of degree programs now also represents a core element of quality assurance at Mainz University.

Good TO KNOW

Johannes Gutenberg University Mainz is committed to the principles of academic integrity. The routine activities of its members in research, teaching, learning, continuing education, and academic management are required to conform to the values and standards of good academic practice.

THE GUTENBERG CAMPUS

As the only German university of its size, Johannes Gutenberg University Mainz combines almost all of its faculties and facilities on one campus close to the city center. The different subject groups are concentrated in science quarters – to support the idea of short distances in research, studying, and life at Mainz University. The Gutenberg Campus is a place of lively academic culture and also offers many opportunities for leisure time activities and recreation. In addition to student residences, childcare facilities, sports venues, and cultural facilities, there are also shops, restaurants, and cafés all located on campus. And for those who would prefer a bit of peace and quiet, the Botanic Garden is the ideal place to get away from the hustle and bustle of everyday life at the university.

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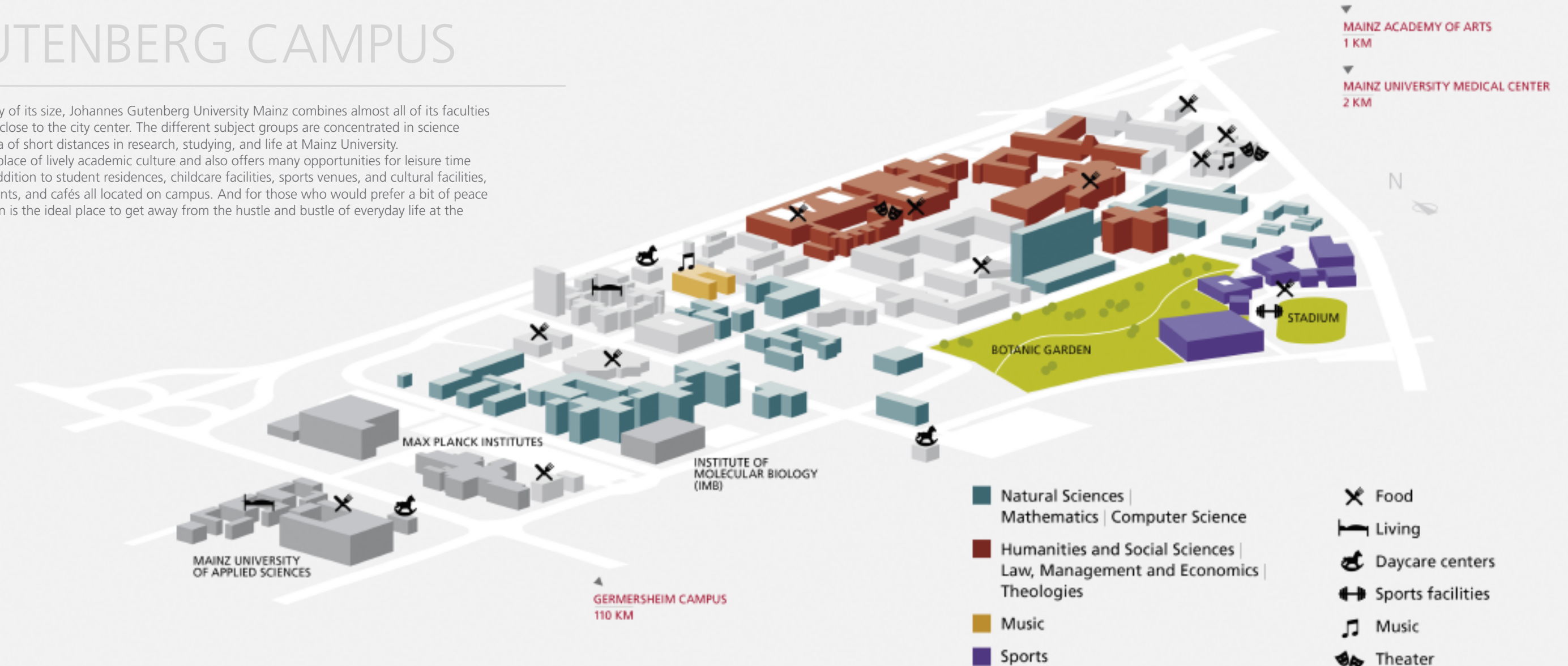
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