



## Description of the Univie Teaching Awards Psychology 2024

All courses held at the Faculty of Psychology of the University of Vienna in the *summer semester 2023* or *winter semester 2023/24* can be nominated for one of the two *Univie Teaching Awards Psychology 2024*.

### Category 1: „There is nothing more practical than a good theory: Successful combination of theory and practice/application in psychology“

#### Description of the category

Bridging the gap between scientific knowledge and application in the diverse fields of practice is an important concern for psychology. This was also a relevant topic in the evaluation of the Faculty 2023 and it is being pursued in the agenda of the Faculty Development Plan 2030.

The award therefore recognizes courses that combine theory and practice or science and application/implementation in an outstanding way. In these courses, students learn about the added value and necessity of science-based practice and understand how theory and practice or science and application/implementation (can) interact.

#### Evaluation criteria

Submissions will be evaluated according to the following criteria:

1. **Clear definition of learning objectives and transparent communication:** The course defines clear objectives and competences, taking curricular requirements into account. The learning objectives are communicated transparently to the students.
2. **Practice-oriented application of psychological theories and scientific evidence:** Students learn to apply psychological knowledge in an action- and practice-oriented way and thus acquire important professional skills. This is also an explicit course topic.
3. The course promotes the **development of basic scientific attitudes**.
4. The course promotes **innovative thinking and a critical understanding** of theories and concepts.
5. A differentiated **understanding of socially relevant topics and tasks** is developed based on scientific theories.
6. **Continuous co-learning:** The course encourages students to learn continuously and in a competence-oriented manner over the course of the semester and to develop an independent way of working.
7. Applications that focus on the promotion and support of groups of people with **diverse backgrounds** are given special consideration (this may concern the content of the course as well as aspects of its design).



## Category 2: „Promoting practice-relevant competences and exchange between students“

### Description of the category

The award recognises courses that integrate practice-relevant competences into teaching in an outstanding way and promote active exchange between students. The aim is to guide students to work effectively with their peers, to impart practice-relevant knowledge and competences and to support the formation of learning groups to strengthen social inclusion. Students take responsibility for planning and implementing practical elements such as peer teaching, strengthen their problem-solving skills and solve challenges independently. Particular attention is paid to the integration of digital elements to support communication and knowledge transfer in the sense of a digitally savvy face-to-face university.

### Evaluation criteria

Submissions will be evaluated according to the following criteria:

1. **Clear definition of learning objectives and transparent communication:** The course defines clear objectives, taking curricular requirements into account. The learning objectives are communicated transparently to the students.
2. **Practice-oriented application of psychological knowledge:** Students learn to apply psychological knowledge in an action- and practice-oriented manner through practice-related components and acquire important job-relevant skills.
3. **Integration of peer teaching elements:** The course includes peer teaching methods that actively involve students in the teaching process. The teaching and learning methods used also make it possible to acquire the competences required for peer teaching.
4. **Promoting the assumption of responsibility and problem-solving competence:** The course promotes students' assumption of responsibility through the independent planning and implementation of peer teaching units. Students are enabled to solve challenges that arise under supervision, but as independently as possible.
5. **Strengthening social integration:** The course actively contributes to the formation of learning groups. This not only promotes the exchange of knowledge and experience between students, but also the social integration of students.
6. **Classroom teaching with digital elements:** The course contains interactive digital elements, such as student response systems, material pools and individual feedback via Moodle. The course is recognisably oriented towards the University of Vienna's goal of being a "digitally savvy face-to-face university".
7. **Continuous co-learning:** The course encourages students to learn continuously and in a competence-oriented manner over the course of the semester and to develop an independent way of working.
8. Applications that also focus on the promotion and support of groups of people with **diverse backgrounds** are given special consideration (this may concern the content of the course as well as aspects of its design).