

Observations

from Everyday Teaching

Personal perceptions · Not a representative study

What I see when I look closely.

HS

Bochum

est. 1971

Facts

Bochum University of Applied Sciences ·

Winter semester 2025/26 · Source: hochschule-bochum.de



Bochum University
of Applied Sciences
TECHNOLOGY BUSINESS HEALTH

9,359

Students

Winter semester 2025/26

205

Professors

incl. new appointments 2024/25

326

Academic Staff

research & teaching

426

Administrative &
Tech. Staff

non-academic personnel

963

Total Employees

49 + 25

Bachelor &
Master Programmes

1,293

Graduates 2024

€7.0m

Third-party Funding 2023

8 Faculties

A

Architecture

BU

Civil & Environmental
Engineering

EI

Electrical Eng. &
Computer Science

G

Geodesy

GW

Health Sciences

MM

Mechatronics &
Mechanical Eng.

PHT

Nursing, Midwifery &
Therapy

W

Business & Economics

3 Campuses: Central Campus Bochum · Health Campus Bochum · Campus Velbert/Heiligenhaus

00

Observation

Intro

About me and my teaching ...

Experience

- Started Teaching 2004
- Moodle Administration
- Head of DigiTeach (CTL)

Subjects

- Strategic Management
- Introduction to Business
- Leadership/Supervision

Classes (all Bachelor)

- Strategic Management (25)
- Introduction to Business (120-200)
- Leadership/Supervision (60-140)

Pedagogy

- Flipped Classroom
- Knowledge Transfer through Adaptive - Digital – Multimodal Self Learning Courses
- Formative Assessments

01

Observation

When I announce my course ...

→ What I observe:

I can predict the question:
Can this be done online or in a hybrid format, or is attendance mandatory?

Attendance

Personal observation — not representative

02

Observation

When I introduce my course and the learning opportunities to students ...

→ What I observe:

In can predict the question: What of this is relevant for the exam?

Learning
Motivation

Personal observation — not representative

03

Observation

When my class starts at 8:30 a.m. ...

→ What I observe:

At most 50% of students are present at the start.

Punctuality

Personal observation — not representative

04

Observation

When I require self-study components (e.g., read the text, watch the video ...)

→ What I observe:

At most 20% come to class prepared.

Preparation

Personal observation — not representative

05

Observation

Time
Management

When I set a deadline ...

→ What I observe:

The vast majority don't start until right before it expires. 30-40 % fail to submit in time

Personal observation — not representative

06_a

Observation

When I provide an assignment with a sample solution ...

→ What I observe:

80% look at the sample solution before attempting to solve the assignment on their own.

Self-Regulation

Personal observation — not representative

06_b

Observation

When I give my students an exercise and warn them that they'll fail if they use AI...

→ What I observe:

95% do it anyway.

Self-Regulation

Personal observation — not representative

07

Observation

When I assign a learning journal as part of a portfolio assessment ...

→ What I observe:

I can predict the question: How many pages do I have to submit?

Delegated
Agency

Personal observation — not representative

08

Observation

When I reward digital (home) assignments with bonus points ...

→ What I observe:

The majority use cheat sheets or have case studies solved with AI assistance.

Academic
Integrity

Personal observation — not representative

09

Observation

Participation

Of the 140 students registered in Moodle ...

→ What I observe:

Only a maximum of 40% attend the lecture after 6 weeks. It feels like only 20% attend regularly.

Personal observation — not representative

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Observation

During the lecture ...

→ What I observe:

Many students check their smartphone and communicate with friends

Attendance

Personal observation — not representative

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Observation

When I give students the choice between a lottery or studying with good materials to earn ECTS credits ...

→ What I observe:

90% opt for the lottery — if over 80% of the tickets are winners.

Risk Appetite

Personal observation — not representative

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Observation

Relevance

When I ask people ...

***“ How much of what you learned in college
do you actually use in your job?”***

→ What I observe:

No one ever says more than 30%.

Personal observation — not representative

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Observation

Collegial
Perception

When I ask colleagues how things are going in their courses ...

→ What I observe:

Most say: Great.

Personal observation — not representative

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Observation

When I speak with colleagues one-on-one and share my observations ...

→ What I observe:

Most agree — usually just so I don't get even more worked up.

Open Dialogue

Personal observation — not representative

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Observation

When 80% of my students fail ...

→ What I observe:

I feel like I've done something wrong. My colleagues and students are convinced of it anyway.

Responsibility

Personal observation — not representative

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Observation

When I ask students what distinguishes a good instructor ...

→ What I observe:

The majority say: friendliness.

Quality Criteria

Personal observation — not representative

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Observation

When I ask students what determines whether they successfully complete their studies or receive good grades ...

→ What I observe:

Most say: circumstances.

Self-Efficacy

Personal observation — not representative

So what does this mean?

These are my observations.

No studies. No statistics.

Just what I see — and can no longer look away from.

The question that stays with me:

What am I doing wrong?

AI and Problem-Based Learning

A New Architecture for Higher Education
in the age of AI.

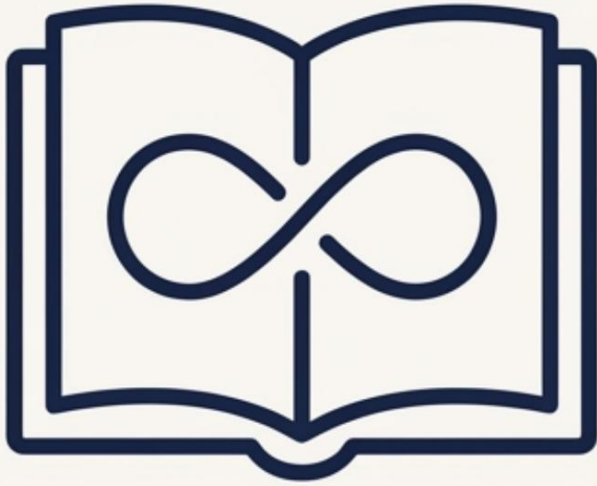


The University's Monopoly is Broken.



Generative AI: The Personal Tutor

The Cognitive Economy

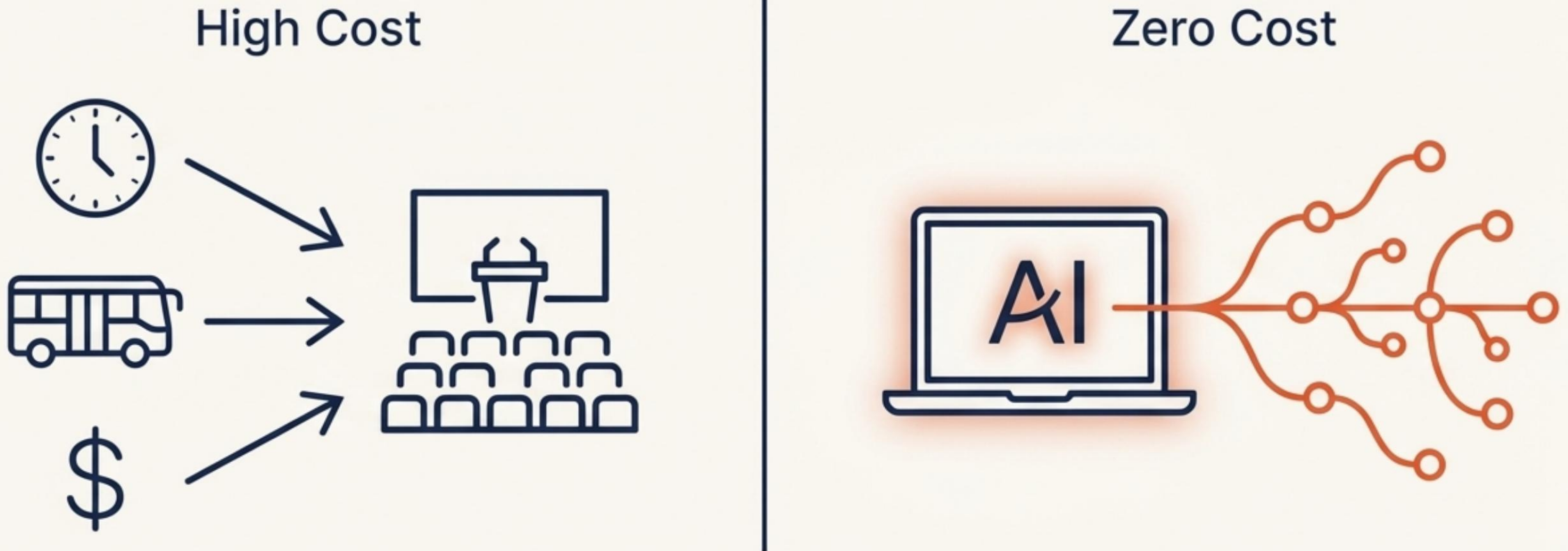


Knowledge is Abundant.

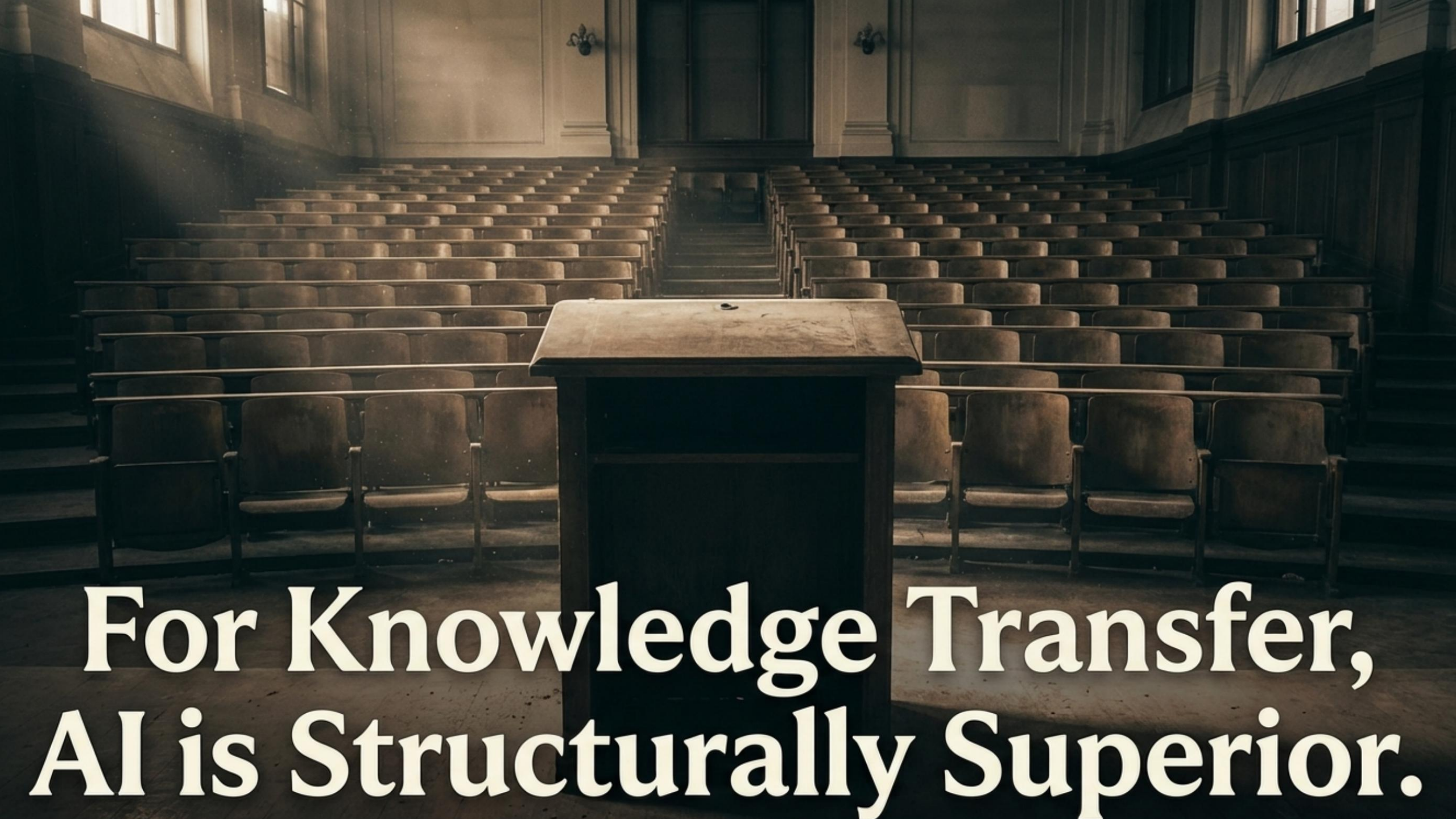


Attention is Scarce.

Transaction Costs



Attending lectures is becoming increasingly ineffective



**For Knowledge Transfer,
AI is Structurally Superior.**

The Paradigm Shift

Instruction  Enablement



Problem-Based Learning

**From Sage
on the Stage**



**to Architect
of Learning**

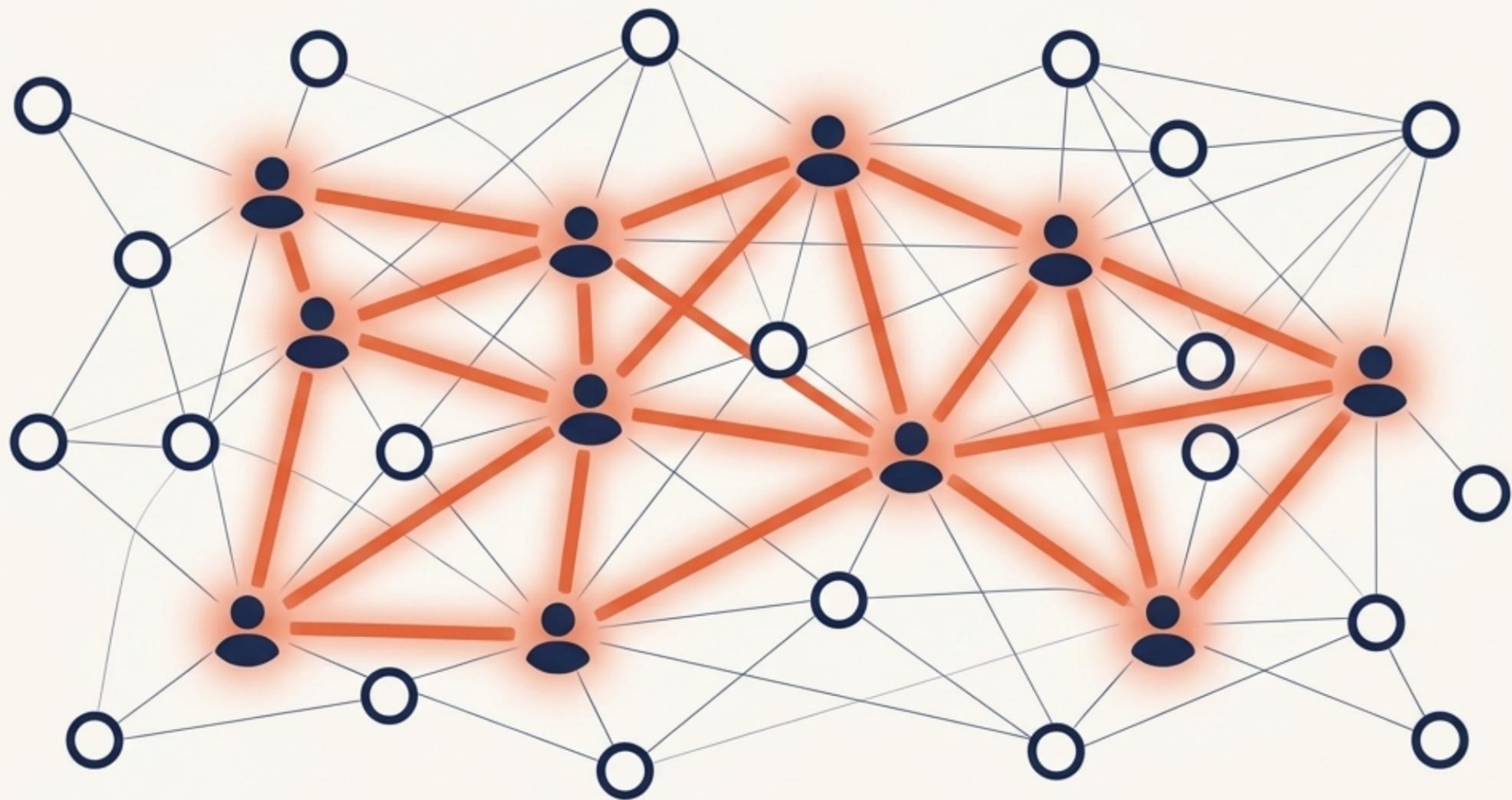
Teaching Role Models





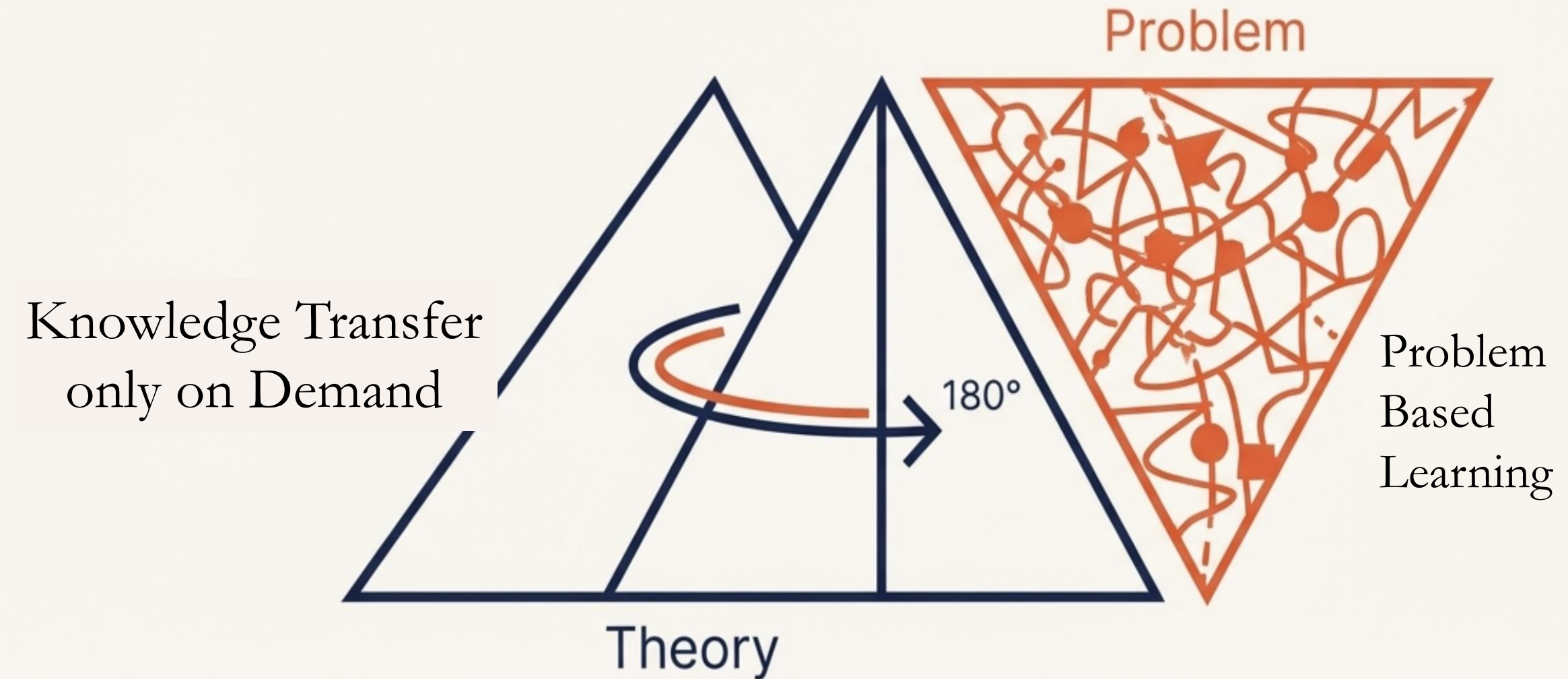
**Scaffolding Autonomy: Helping
Students to Help Themselves.**

Value is in the Network

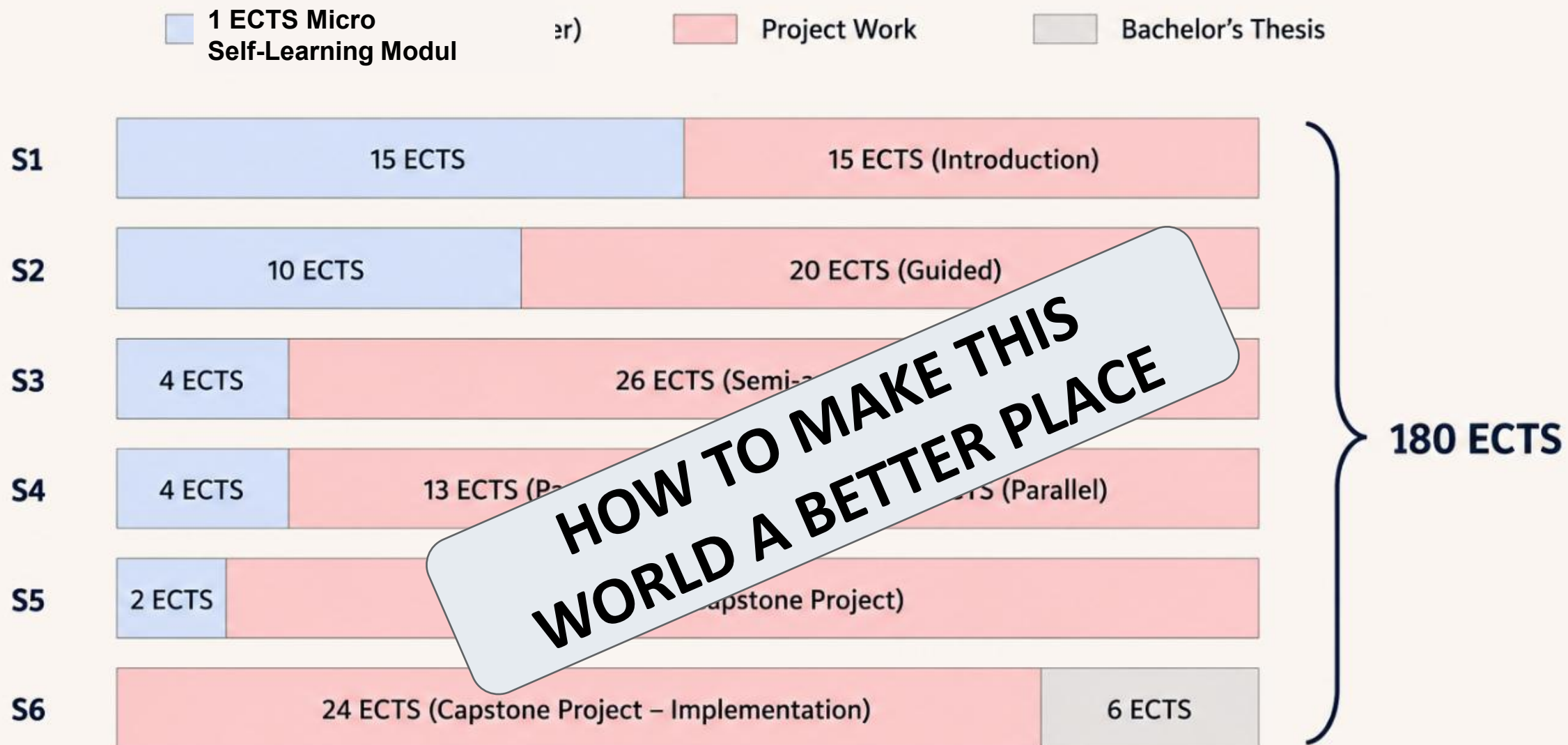


● Social. ● Critical. ● Creative.

Pillar 1: Invert the Curriculum. Problem First.



Degree Program with Increasing Project Focus





Just-in-Case
Knowledge



Just-in-Time
Learning

From Stockpiling Knowledge to Situational Relevance



Pillar 2:
AI Literacy is
a Transversal
Competence.

Pedagogical Value of AI

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Harmful Substitution
(Erosion of procedural
friction).

(1) Cognitive Processing
(2) Deliberate Practice
(3) Automatic Execution

Skills

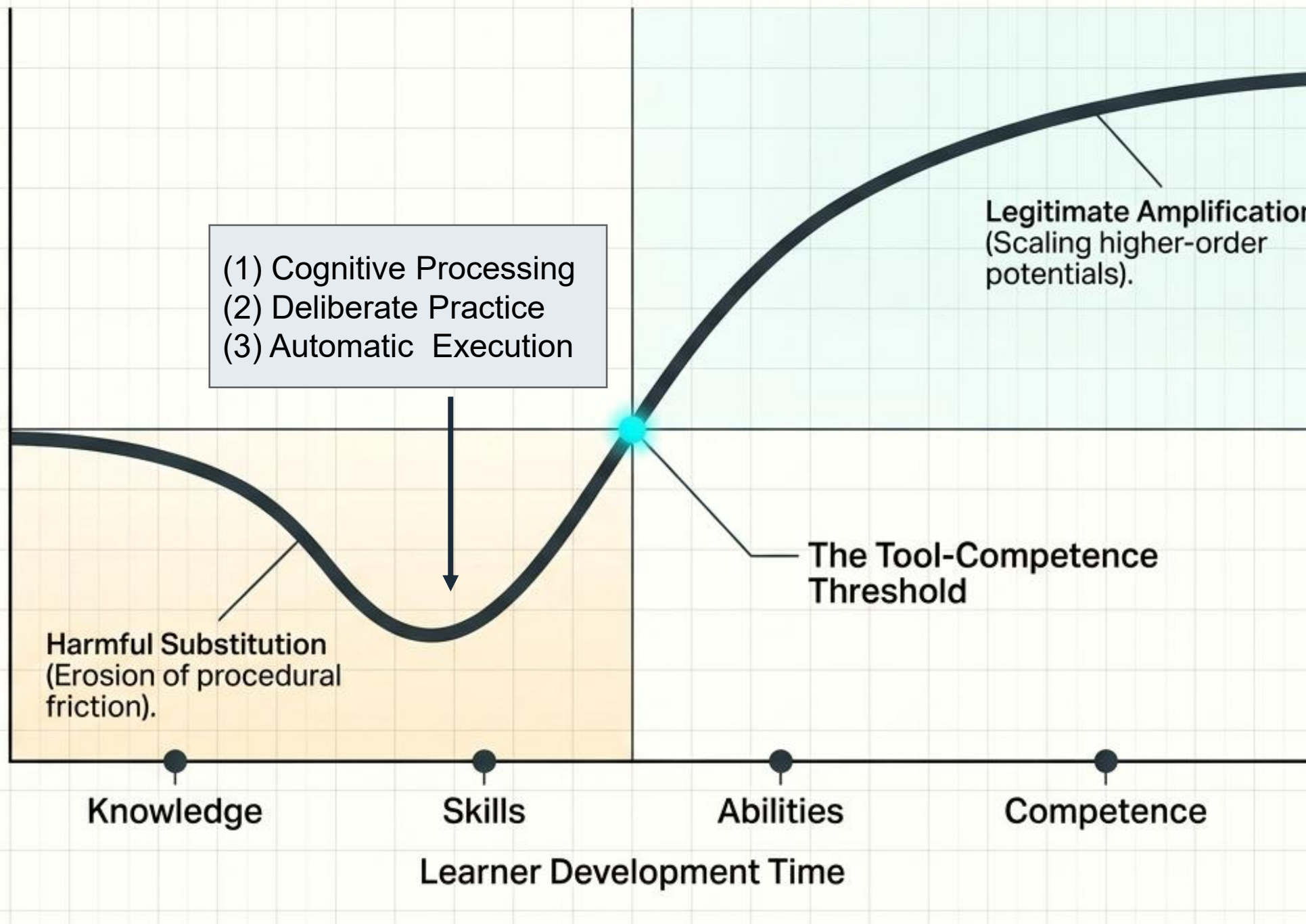
Abilities

Competence

Learner Development Time

The Tool-Competence
Threshold

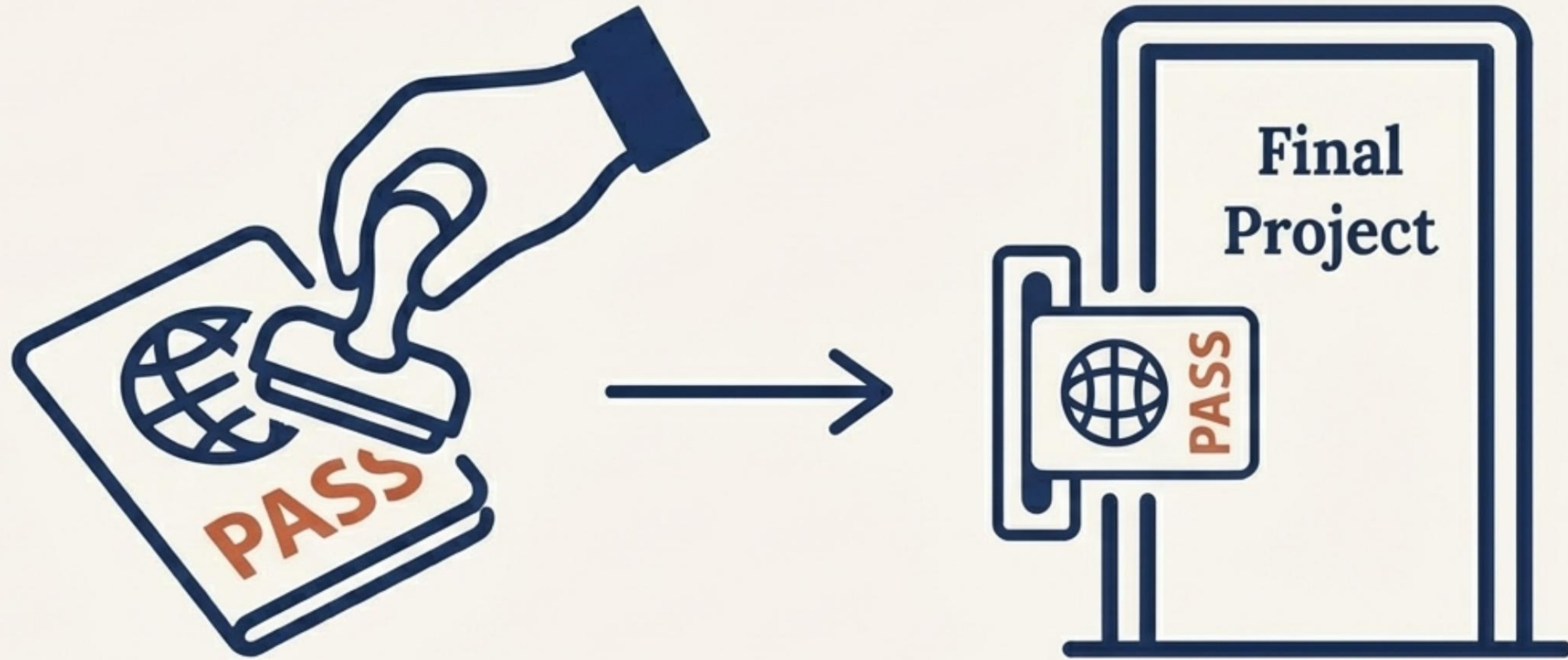
Legitimate Amplification
(Scaling higher-order
potentials).



Pillar 3



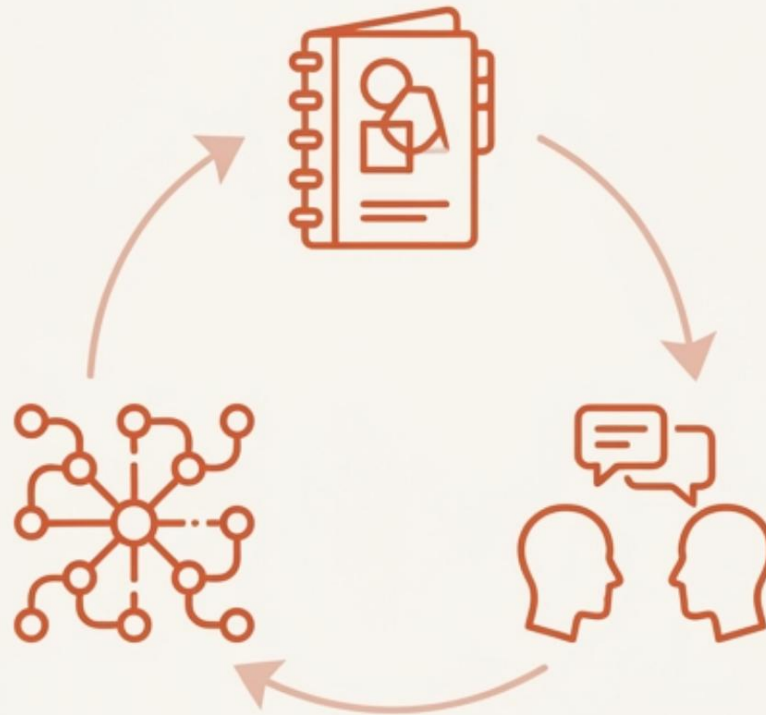
The Dual Assessment Architecture.



Knowledge Verification: 'Admission Tickets' (WTMs).
Assessed Pass/Fail.

Holistic Assessment of The Project Team Results

Defence of ... Output, Individual Contributions, Solving Process



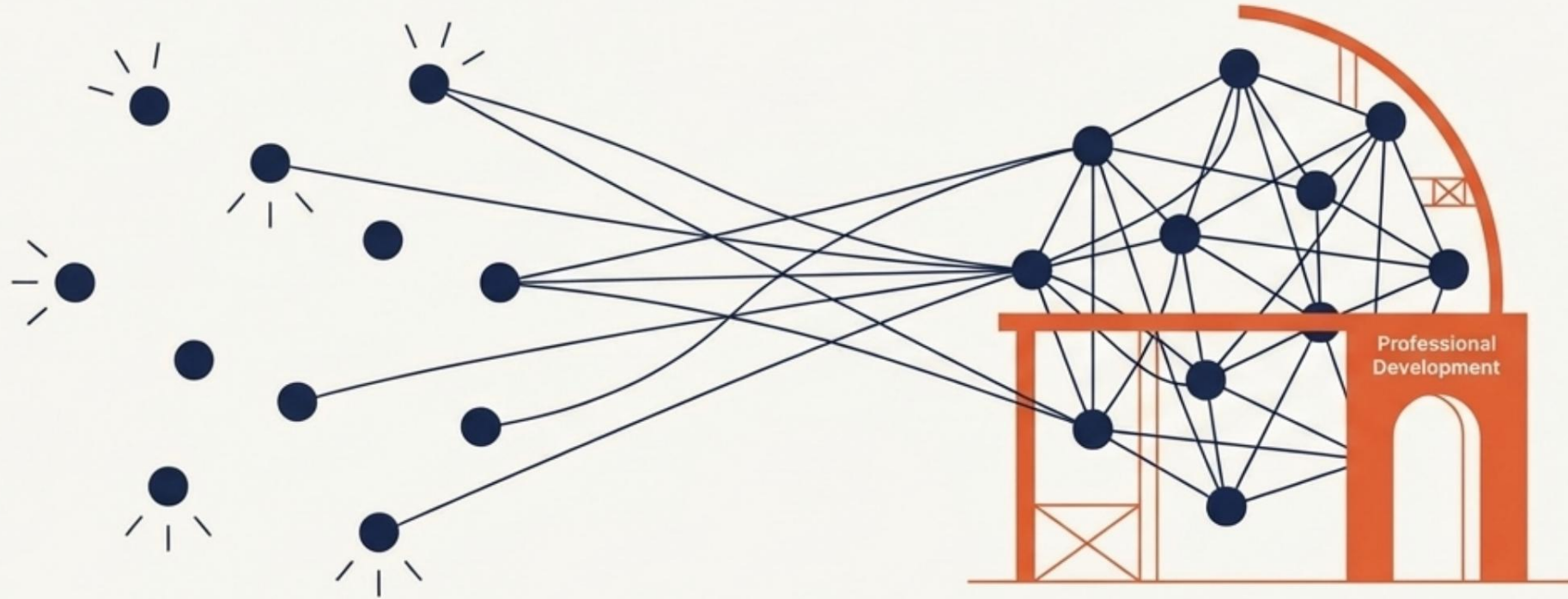
Oral Defence
Duration 2-4 h
External Examiners

Graded.



**New Pedagogy Demands New Spaces:
Hubs, not Halls.**

Invest in People: From Laissez-Faire to a Community of Practice



The choice is no longer if we change, but how.

