mPower 2.0

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Benefits of the didactic concept mPower and Potentials of mPower

The **mPower** didactic concept provides several benefits for both students and the university, aimed at improving higher education in a digital and dynamic world. Key benefits include:

1. **Flexibility and Personalization**: mPower supports diverse learning styles and backgrounds.This approach helps address the increasing diversity of students, their unique needs, and learning preferences, enhancing individual growth and engagement.

2. **Integration of Digital Tools**: By incorporating blended learning and technologies, mPower offers a flexible learning environment that combines traditional on-campus teaching with online elements.

3. **Enhanced Collaboration and Innovation**: The digital tools and flexible learning formats foster collaboration and innovation among students and faculties.

The revised version of **mPower 2.0** will leverage the following potentials:

1. **Improved Learning Outcomes**: Through AI-driven personalized learning, mPower creates an environment that is tailored to individual student needs, enabling better understanding and mastery of subject material. This approach is designed to improve learning outcomes by providing targeted support and feedback.

2. **Bridging the gap between the two traditionally separate accreditation systems:** mPower combines the strengths of both traditional on-campus and online education. This allows universities to offer hybrid learning formats that can seamlessly transition between on-site and digital environments. As a result, students can benefit from both the engagement and structure of in-person classes and the convenience and accessibility of online learning.

At a Glance: What's New In mPower 2.0?

mPower 2.0 is easier to read, more precise in implementation and more innovative than its predecessor.

As a Document:

- shorter
- easier
- Management Summary – One pager
- Glossary for the definition of major concepts
- Fact sheets of Teaching and Learning Formats

In Content:

- Simplification and standardisation of teaching format combinations
- Integration and definition of NAS
- Differentiation between guided and non-guided study time
- Differentiation between synchronous and asynchronous teaching
- Separate explanations of the importance of AI and technology
- New formats of student support and AI-based learning materials
- Didactic derivation of academic mentoring

At a Glance: How Is mPower 2.0 Structured?

mPower 2.0 is based on five didactic principles and regulations on their implementation on module level.

Explaining the necessity of an AI-augmented didactic concept

Defining the main concepts of higher education

Explaining the main didactic principles underlying teaching & learning at Macromedia

Introducing basic and innovative new technological approaches including AI

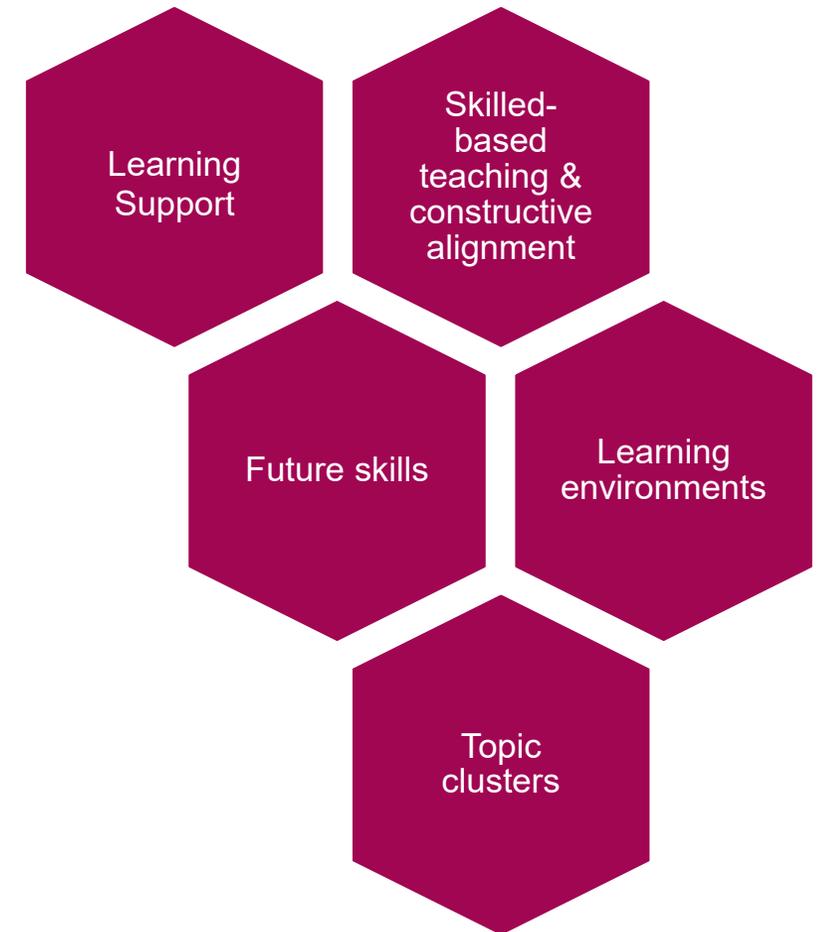Breaking the didactic principles down to the "daily business" of university teaching

Five Underlying Didactic Principles

Didactic principles are guidelines for the organisation of university teaching.

- **Skill-Based Teaching and Constructive Alignment**
  → relevant, applicable skills for students' employability

- **Future Skills**
  → for adapting and thriving in rapidly changing, complex professional and societal environments

- **Topic Clusters**
  → structured content avoiding gaps or overlaps

- **Learning Support**
  → personalized guidance, fostering independence, motivation, and self-directed learning

- **Learning Environments**
  → flexible, engaging spaces that support collaboration, innovation, and diverse learning needs

Learning Support

Skilled-based teaching & constructive alignment

Future skills

Learning environments

Topic clusters

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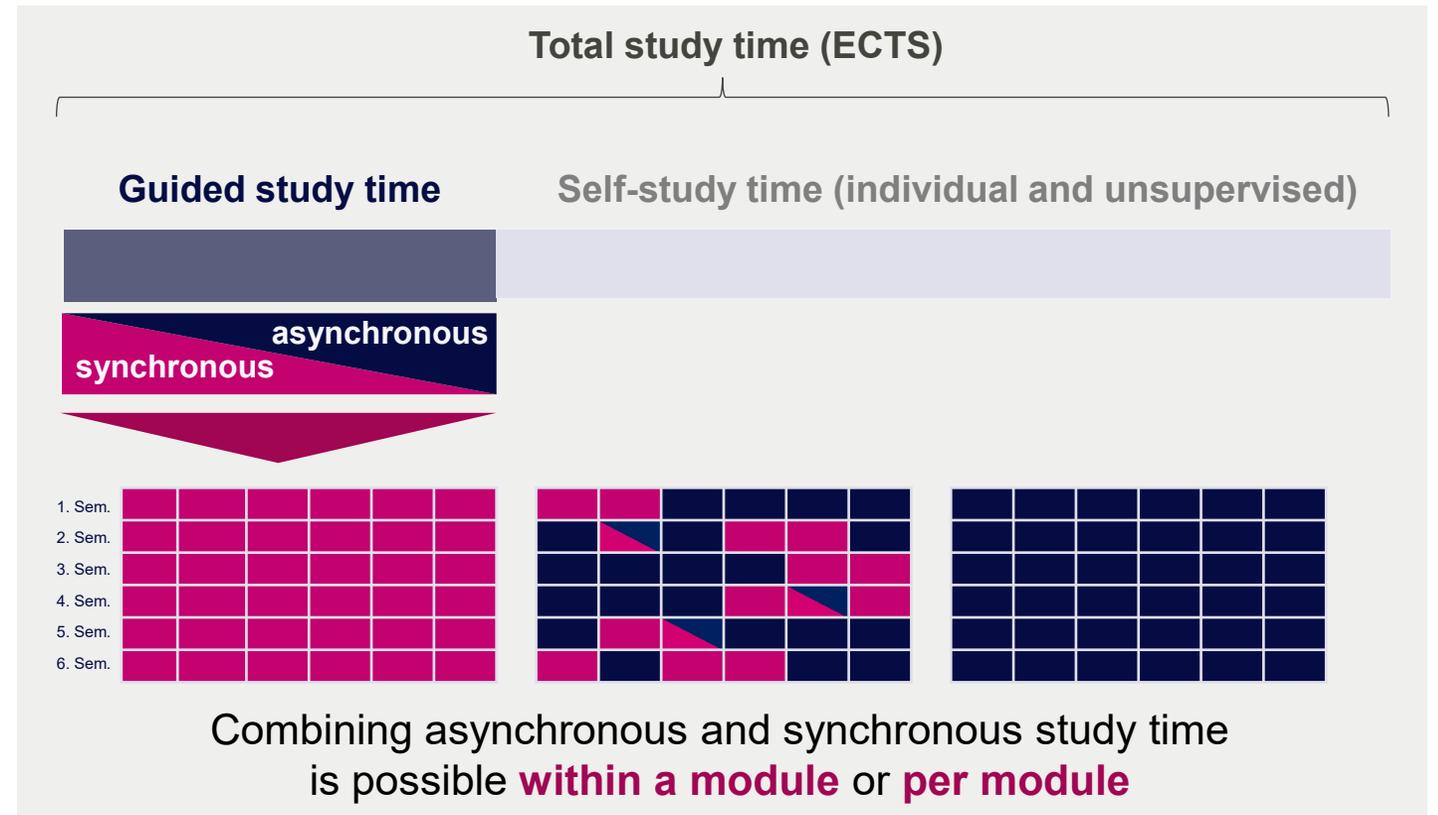university of applied sciences

The Basics: Guided and Non-Guided Study Time

Students' workload comprises guided, pre-structured study time as well as individual unsupervised study time.

Versatile teaching formats between synchronous and asynchronous implementation modes

- Total learning time is defined by the ECTS (1 ECTS = 25h for Bachelor and 30h for Master programmes).

- **Guided study time:**
  - required to meet minimum levels in most countries (approx. 20% of total learning time) [1]
  - Comprises **teaching** in a **synchronous** or **asynchronous** way

- **Self-study time (non-guided):**
  - Exam preparation, self reflection
  - Self studies (read, train, understand)
  - Collect further input/materials (videos, discussions, lecture slides)

Total study time (ECTS)

Guided study time | **Self-study time (individual and unsupervised)**

asynchronous

synchronous

1. Sem.
2. Sem.
3. Sem.
4. Sem.
5. Sem.
6. Sem.

Combining asynchronous and synchronous study time is possible **within a module** or **per module**

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Implementing Guided Study Time: (A)Synchronous Teaching

Teaching within the guided study time is implemented as on-site teaching, as live-video teaching or as teaching on demand.

Synchronous

Asynchronous

**Guided Study Time
(Teaching in course units)**

**Teaching
On-Site**

**Teaching
Live-Video**

**Teaching
On Demand**

Implementing Guided Study Time: Combining Teaching Formats

Teaching formats can be combined and are implemented in a synchronous or asynchronous way.

- Depending on content, learning objectives and competence level, there are four **teaching formats**:
  - L: Lecture (in German: Vorlesung)
  - S: Seminar
  - E: Exercise (in German: Übung)
  - W: Workshop
  - Within a module, teaching formats can be combined (Lecture + Exercise OR Lecture + Seminar) or are alone-standing (Seminar, Workshop)

- Alle teaching formats or teaching format combincations can be implemented in three **implementation modes**:
  - On-Site Teaching (synchronous)
  - Live Video Teaching (synchronous)
  - Teaching on Demand (asychronous)
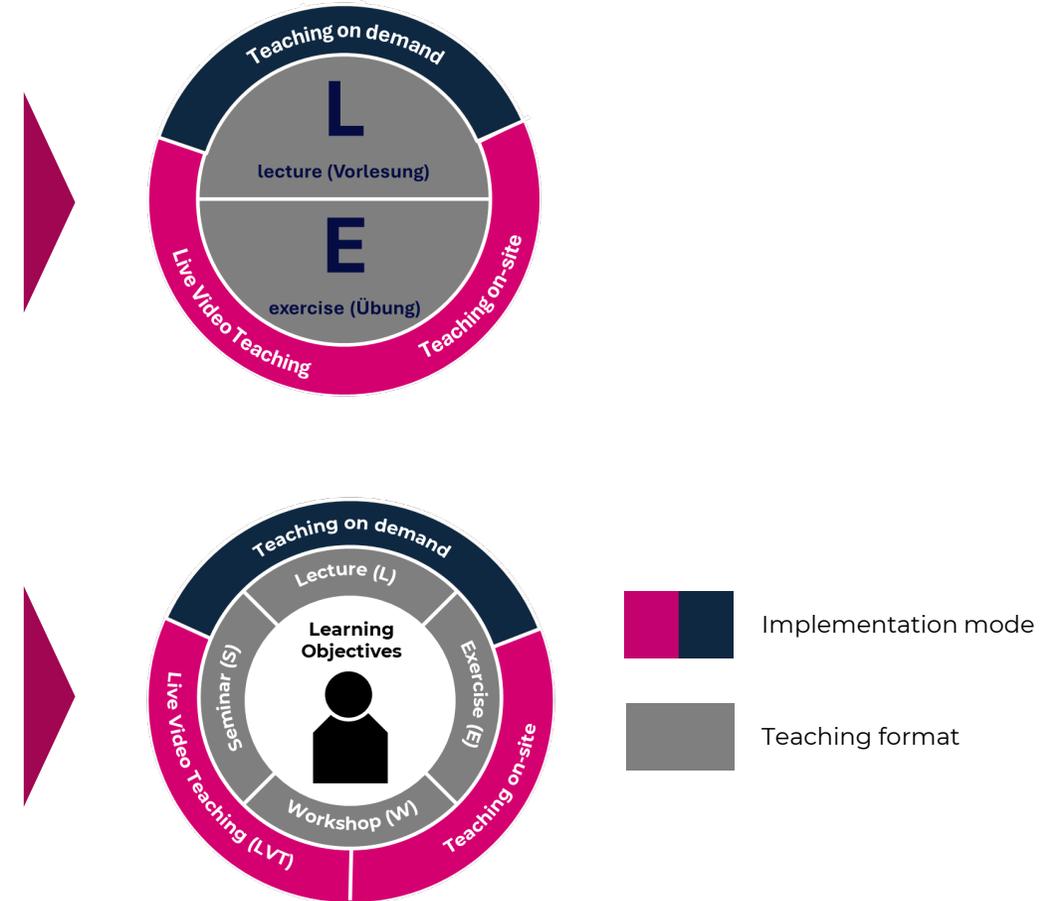
NAS and Academic Mentoring as Additional Didactical Aspects

Additional academic offers to support the learning process.

Total study time (ECTS)

Guided study time	Self-study time (individual and unsupervised)

Academic course hours	Optional: Non-academic course hours

Additional **Academic Mentoring***
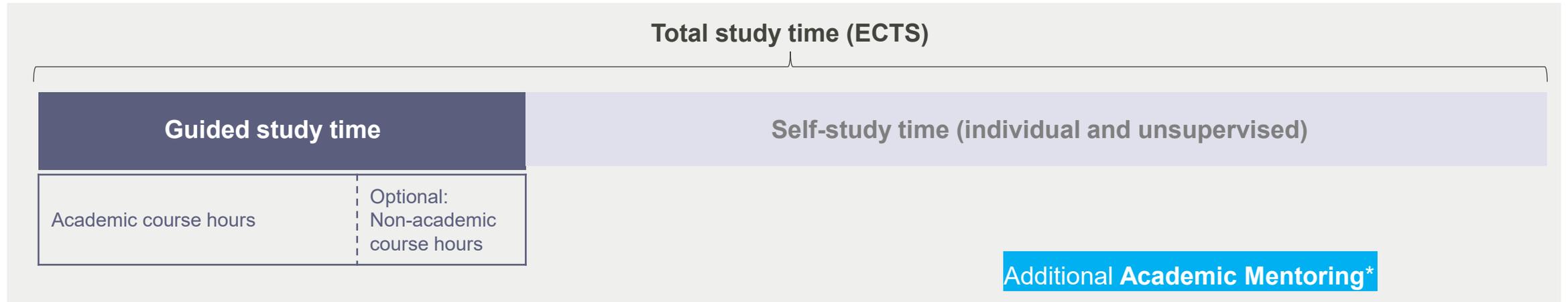
- In addition to the academic course hours, some modules are accompanied by **Non-Academic Support (NAS)** delivering practical skills and knowledge without academic or artistic reflection. NAS is study module-specific and therefore anchored as additional non-academic course hours (SWS) in the students' schedules..

- In addition to study time, professors offer **Academic Mentoring*** for students (on-site or virtually)
  - to answer study-programme-specific questions
  - to give guidance for questions concerning self-organisation and study life
  - to provide professional contact information for mental health issues.

Academic Mentoring

* Not available in distance learning.

Co-Creation of Study Experience by Artificial Intelligence (AI)

AI Chatbots can be classified both as synchronous or asynchronous depending on their way of communication.

Depending on **how** and for **what purpose** AI chatbots are used, they can be classified as synchronous or asynchronous:
- **Asynchronous:** They provide information on request regardless of time and location (e.g. for student support or queries about module content) | i.d. **reactive communication** regardless of time and location
- **Synchronous:** They interact with students through queries and two-way communication (e.g. when teaching on demand using an avatar or in a Socratic dialogue on module content) | i.e. **interactive, pro-active communication** (potentially flexible in timing, but dependent on immediate user input)

AI Chatbot as a Buddy for Student Support

- Answering administrative student questions

- Helping students to find guidelines and templates

- Helping students to find supervisors for their final theses

AI Chatbot

AI Chatbot as Co-Creator within Learning Experience

- Answering questions on module content - repeat

- Discussing module based-questions with students (e.g. also as part of the examination) - reflect

- Teaching on demand through professorial advatars - interact

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Operational Implementation of mPower 2.0

Academic Year
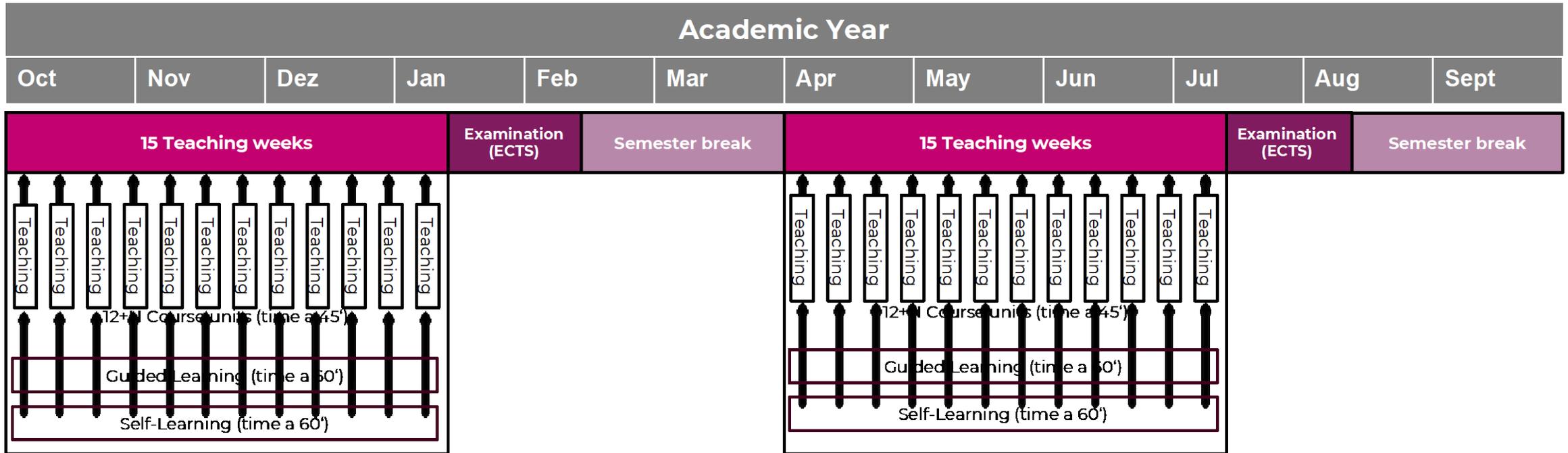
Standardized SWS scope and weighting for 5 ECTS Module

The recommendations for the SWS weighting of the teaching format combinations have been reduced and standardized.

Teaching Format	Recommended SWS scope and weighting for 5 ECTS Module
Lecture	– 1-2 SWS Generally, lectures should have a lower or a maximum equal share of SWS compared to the combined teaching format.
Exercise	– 2 SWS – The exercise should have a higher or at most the same proportion of SWS as the combined teaching format.
Seminar	– 2 SWS – The seminar should have a higher or at most the same proportion of SWS as the combined teaching format.
Workshop	– 3 SWS (conceptual study programmes), – 3-5 SWS (artistic study programmes)

* Technological and/or pedagogical innovations leave room for continous improvements in study experience, efficiency and effectivity

Example: Fact Sheets of Teaching Formats

The recommendations for the SWS weighting of the teaching format combinations have been reduced and standardized.

Teaching Format	Lecture (V)		
Characterisation	– supports the acquisition of foundational and factual knowledge (usually with a high theoretical content of the subject matter), – provides the current state of knowledge in the field (is "state of the art"), – establishes a foundation for independent learning, – provides a comprehensive overview of a subject area, – there is no limit to the number of participants.		
Innovation*	– the use of multidimensional lecture materials that consider varying backgrounds, learning styles, and prior knowledge of a heterogeneous student body, – the use of methods to activate students more strongly, – providing stronger and more conscious impulses for self-study periods		
Teaching format combinations	V-Ü V-S	**Recommended SWS scope and weighting for 5 ECTS Module**	Bachelor and Master: 1-2 SWS Generally, lectures should have a lower or a maximum equal share of SWS compared to the combined teaching format.

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Vielen Dank für Ihre Aufmerksamkeit

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