

Einladung zum Workshop zum Thema „Feedback in der Lehre“

- Zeit:** Dienstag, 18. Juni von 10:00 bis 12:30 Uhr; anschließend besteht die Möglichkeit zur Fortsetzung der Gespräche im Baron.
- Ort:** Senatsaal, NatFak, 7. OG (Johann-Joachim-Becher-Weg 21)
- Sprache:** Englisch
- Anmeldung:** Bitte per E-mail (glk@uni-mainz.de) bis Montag, 10. Juni 2024 (sofern Sie nicht bereits zugesagt haben);
bitte teilen Sie uns dabei auch mit, ob Sie anschließend mit in den Baron kommen möchten (Tischreservierung).

Feedback is an essential element of all teaching and learning. But as faculty, when we think about feedback, too often we think of it only as the comments and suggestions we provide to our students about their work. If we take a much wider view of what educational feedback is or can be, we open the door to innovative approaches to teaching and learning across all the disciplines.

This seminar will engage participants in a wide-ranging discussion of how feedback to students, among students, and from students can be integrated into almost any course in any discipline. During our time together we will also discuss how the feedback loop in our teaching and our students' learning can be extended beyond a single course to help students see their curriculum as more of an integrated learning experience spread over several years.

Participants in the seminar are encouraged to bring with them specific examples of assignments in their courses or moments in their teaching that they would like to examine and share in collaboration with others. Our goal in this seminar is to give faculty new ideas for more effective feedback to students and from students in their courses.

Zur Person von Herrn Prof. Kelly:

Prof. Dr. Mills Kelly is a senior scholar at George Mason's award-winning Roy Rosenzweig Center for History and New Media (RRCHNM) and is currently a Fulbright Scholar in Germany at the Johannes Gutenberg University. In his 23 years at George Mason, Kelly has been either co-director or principal investigator on digital history grants totaling more than \$4 million. He is the host of The Green Tunnel Podcast, a podcast on the history of the Appalachian Trail and his new book, Virginia's Lost Appalachian Trail, tells the story of the original route of America's most iconic long distance hiking trail in Virginia. In addition to his work in digital humanities, Kelly is a specialist in the scholarship of teaching and learning in history. He served on the presidential team of the International Society for the Scholarship of Teaching and Learning (ISSOTL) and was the organization's president in 2018-2019. Kelly has received international, national, state, and university awards for his work on historical pedagogy, most recently the 2019 Gutenberg Teaching Award from the University of Mainz (Germany). He has also received the State Council on Higher Education in Virginia's Outstanding Faculty Award, a Pew National Fellowship from the Carnegie Foundation for the Advancement of Teaching and George Mason University's Teaching Excellence Award.

Zur Person von Herrn Dr. Frings:

Dr. Andreas Frings ist Studienmanager am Historischen Seminar der Johannes Gutenberg-Universität Mainz und Mit-Herausgeber der Kleinen Reihe Hochschuldidaktik Geschichte im Wochenschau Verlag sowie des Blogs "Geschichtswissenschaftsdidaktik". 2012 warb er mit Kolleg:innen ein GLK-Projekt zur Professionalisierung der Hochschuldidaktik in geschichtswissenschaftlichen Proseminaren ein; im Gleichen Jahr erhielt er den Lehrpreis des Senats der Johannes Gutenberg-Universität Mainz. In der genannten "Kleinen Reihe" hat er die Bände "Geschichte als Wissenschaft lehren. Theorieorientierung im Studieneinstieg" und (gemeinsam mit Tobias Seidl) "Evaluation und Feedback im Fach Geschichte" herausgegeben.