

2.4.1 STATEMENT ON TEACHING AND LEARNING

1. Purpose

ADA University aims to offer an innovative and challenging learning environment that is based on excellence in teaching and research and that allows for purposeful and transformative learning experiences. The purpose of this statement is to define the fundamental principles of teaching and learning at ADA University.

2. Scope and Recommendations

This statement provides the framework for teaching and learning at both the undergraduate and graduate level. It applies to all the degree programs and courses offered face-to-face or via a blended or online learning format.

All faculty of ADA University are expected to be thoroughly familiar with the principles set forth in this document.

3. Definitions

Principles of Teaching and Learning are fundamental concepts that serve to guide the educational process.

4. Principles of Teaching and Learning

- 4.1 *Centrality*: Teaching and learning are at the core of ADA University's mission, vision and purposes.
- 4.2 *Academic Freedom*: Within the context of the University's educational program and of the requirements pertaining to this program and its delivery, faculty are free in their teaching and in their choice of course content and of teaching and learning methods.
- 4.3 *Academic Excellence*: Teaching is conducted according to high international standards.
- 4.4 *Innovation*: Teaching is based on innovative methods that maximize student learning. It uses technology innovatively in order to enrich and improve learning in online, blended and face-to-face education.
- 4.5 *Nexus*: Education and research are closely connected. Research informs the teaching and learning process.
- 4.6 *Outcome Orientation*: Teaching and learning are purposeful activities and based on clearly stated and measurable learning outcomes.
- 4.7 *Alignment*: All key factors of the educational process are interlinked and aligned, namely, clearly articulated learning outcomes, instructional approaches, and assessment methods. The alignment of learning outcomes with instructional approaches requires that all teaching and learning activities support students in the achievement of these outcomes. Their alignment with assessment methods requires that the chosen methods allow students to fully demonstrate the achievement of intended learning outcomes.

- 4.8 *Attainability*: The teaching and learning process allows students to achieve intended learning outcomes and core competencies.
- 4.9 *Adequacy*: The level of teaching and learning activities is appropriate to the level of courses and students.
- 4.10 *Variety*: The instructional process employs a variety of teaching and learning methods. It thus engages students in various forms of activities intended to achieve different learning outcomes.
- 4.11 *Relevance*: The educational process includes experiential and practical learning opportunities that allow students to apply acquired competencies in real-life contexts.
- 4.12 *Participation*: The teaching and learning process provides students with stimulating learning experiences and with opportunities to participate actively and to their full potential.
- 4.13 *Learner Orientation*: Students are at the center of the teaching and learning process. Teachers promote a learner-oriented focus by employing inquiry-based methods and various forms of independent study, project-based learning, collaborative learning, and experiential learning.
- 4.14 *Inclusiveness*: The educational process is inclusive and sensitive to the needs of students. It employs a variety of teaching and learning methods so that all students can participate equitably and to their full potential.
- 4.15 *Information*: Students are provided with all relevant information prior to the beginning of a course or unit of study.
- 4.16 *Feedback*: Students are regularly provided with information on their performance and learning progress and potentially with advice on how they may improve.
- 4.17 *Improvement*: Teachers continuously solicit feedback from students and other stakeholders and use this feedback as well as student assessment results to improve the teaching and learning process.
- 4.18 *Collaboration*: All actors directly involved and collaboratively engaged in the educational process (students, faculty, staff members) pursue quality in teaching and learning and thus work towards the implementation of ADA University's mission and core values and of the principles outlined in this document.