

Information on the proceedings for obtaining a postdoctoral degree in the Faculty of Business and Economics

The faculty tries to constructively supervise postdoc candidates on their way to their postdoctoral qualification.

- Those planning to do their postdoctoral degree in the Faculty of Business and Economics should inform the faculty as early as possible about it. Article 5 of the Postdoctoral Regulations as of 15 April 2019 stipulates that a notification should be made at the “earliest possible time at least one year before the scheduled submission”.
- The notification takes place before the professors of the faculty. In a short presentation of approximately 10 minutes, the research development and the focal points of the research should be outlined. Upon proposal of the postdoc candidate, the faculty also determines a supervisory board that typically consists of three professors of the faculty who will provide advisory support to the postdoc candidate. One of the mentors should be from a different group of experts.
- After approximately half way through of the postdoctoral qualification, the postdoc should once again report to the professors of the faculty. The purpose of this presentation is to get an idea of the progress made in regard to the formal criteria of the postdoctoral qualification.
- Article 11 of the Postdoctoral Regulations as of 15 April 2019 requires a continued training of higher education didactics¹ which should also be planned at an early date during the postdoctoral qualification phase. The Centre for Continuing Education of the TUD provides a broad opportunity to professionalize your own teaching.
- The faculty recommends that all postdoc candidates make use of the range of services provided by the Centre for Continuing Education at an early date to compile an appropriate qualification submission.
- Creditable continuing education measures offered by the Centre for Continuing Education are, for example:
 - Higher education didactics courses on topics such as “Teaching and learning”, “Examining, assessing and evaluating”, “New media”, “Diversity and intercultural skills” (in general 2-day courses)
 - LiT-Shortcuts (specialized short-term workshops that are planned and implemented together with the students)

¹ Although this is not a final list, the following topics belong to higher education didactics:

- (1) Teaching and learning objectives (e.g. types, selection, formulation, skills orientation)
- (2) Teaching and learning contents (e.g. selection, factual structure)
- (3) Development of curricula (e.g. selection and order of objectives and contents)
- (4) Teaching and learning methods (e.g. scheduling, traditional procedures, complex procedures such as simulation games or simulations, research-oriented learning, instructions vs. self-monitoring, introductions to a topic, individualization, differentiation)
- (5) Teaching and learning interaction (e.g. social forms, styles of leadership, communication and interaction problems)
- (6) Teaching and learning media (e.g. analogue media, digital media, e-learning, VCL)
- (7) Individual requirements (e.g. state of knowledge, expectations, motivation, heterogeneity of clientele)
- (8) Assessment of performance (e.g. feedback, skill-centred assessment, peer assessment)
- (9) Basics of higher education didactics (e.g. didactic models, educational-psychological basics of learning)
- (10) Reflection (e.g. self-reflection or self-perception as a teacher, SWOT-Analysis in regard to didactic skills)

- Teaching attendance of courses and professional feedback given by a higher education didact
- Co-operative teaching attendance of courses (Moderated and supervised by the Centre for Continuing Education, the participants of a co-operative team attend each other's courses and give each other feedback)
- Co-operative consultation (systematically conducted counselling interviews on topics of teaching and learning composed of interdisciplinary university groups within the faculty)
- Saxon Certificate of Higher Education Didactics and Saxon Certificate of Higher Education Didactics^{plus}
- Proof of attendance of a higher education didactics measure of continuing education can also be furnished by other means as long as they refer to academic teaching: The aim is to provide an improvement and enhancement of the individual teaching performance and the recognition of a high orientation on the participants
 - Teaching offers of the faculty: Modules on topics such as "Learning and Teaching" taken from the major points of the combination of economics and business studies and pedagogics (e.g. Designing E-Learning Arrangements)
 - Teaching offers of other faculties (especially pedagogy, psychology), for example, on specific topics of teaching or learning such as motivation enhancement, memory and attention, assignment-based philosophy, feedback)
 - Participation in user or operator training courses (e.g. use of simulation games in teaching)
 - Offers of external providers (e.g. events organized by the German Society for Higher Education Didactics, the German Institute for Adult Education, webinars organized by the International Society of the Learning Sciences)
 - Conception of their own courses in connection with an appraisal in regard to the didactic concepts used during the course (recognition possible when the course is evaluated well or was distinguished with a teaching award)
 - Reflection of their own course in connection with an appraisal and a teaching attendance of a class.
- Modalities of course attendance and proof must be arranged with the lecturer.
- The recognition of proof of attendance at courses or the conception or reflection of their own course is incumbent on the group of mentors of the postdoc candidate. Proof is usually submitted after attending a course. A confirmation is available when all three mentors sign a proof that was submitted.