

Teaching mission statement

As part of the
sTUDies 3.0 teaching strategy

Vice-Rector Academic Affairs

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Vision for teaching

TU Dresden is an institution of excellent academic teaching and research, which as a community of researchers, teaching staff and learners, promotes enthusiasm and intellectual curiosity for knowledge development and transfer as well as life accompanying studying. Students and teaching staff accept joint responsibility for successful teaching. We understand teaching, learning and examination as interrelated components of shared gains in knowledge. To this end, TU Dresden offers the appropriate tools and sufficient creative freedom to rethink and develop teaching, learning and examination.

Teaching at TU Dresden is characterized by teaching and learning opportunities that correspond with the diversity of our student body, open up opportunities for individual and flexible learning and encourage students' personal development. We also use digital formats to cater to students' individual circumstances. For us, key elements of the teaching, learning and research culture are found in international networking and mobility, family-friendliness, and inclusive, democratic togetherness that celebrates diversity.

Teaching at TU Dresden fosters open discourse, critical thinking and self-reflection. The objective is to develop high-level subject-specific and interdisciplinary skills for tackling today's most complex issues. At the same time, our teaching encourages students to assume social responsibility. Due to our especially broad range of subjects, TU Dresden is particularly well-equipped to combine technical innovations with the reflection of social and cultural developments.

Teaching at TU Dresden is characterized by a research-oriented, interdisciplinary and accessible range of courses. We provide both physical and virtual places of learning and involve non-university institutions and stakeholders. We use numerous methods in a target group-specific and needs-based manner.

This vision constitutes the starting point for further developing TU Dresden as a pioneering, locally ensconced and globally oriented place of teaching and learning.

Vision for teaching

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Socially responsible teaching

TU Dresden is committed to tolerance, human dignity, open-mindedness and democracy, and is dedicated to socially-responsible teaching and research. Researchers and scholars at TU Dresden assume an important societal task by promoting critical self-reflection and openness through their teaching, and by educating future leaders. Therefore, the content of courses and students' work is oriented towards challenging situations in science and society. Beyond academic discourse on the university campus, members of TU Dresden act responsibly within the city, the country, the region, and the world, using science as a basis to contribute to solving the major challenges of our time. Against this backdrop, socially responsible teaching has three main facets for us:

Teaching at TU Dresden introduces the specifics of gaining and advancing scientific knowledge in a clear and didactically thought-out manner. This means that the university fulfills its intended task of providing society with (provisionally) secured and intersubjectively verifiable knowledge. TU Dresden creates an atmosphere that enables students to familiarize themselves with the subject-specific conditions for participating in this process and ultimately succeeding at this task. Thus, current findings and discourses in research as well as rules of good scientific practice form the basis for societally oriented teaching. Interdisciplinary formats and opportunities for learning through personal involvement foster thinking outside the box. Project work, for instance in cooperation with local NGOs, provide good opportunities for this.

For us, socially responsible teaching also means raising lecturers' and students' awareness of social challenges and addressing these challenges openly and critically from a scientific perspective. This also means that students and teaching staff are welcomed and even encouraged to pose creative and unconventional questions so they can be developed further.

Finally, social responsibility in teaching also aims to encourage students to engage in dialogue with the public, promoting comprehensible science communication and supporting civic engagement. To entrench this approach within the university structure, the aspects of social responsibility and science communication are systematically taken into account in the development of degree programs and interdisciplinary studies. In addition to established forms of science communication, which TU Dresden has organized to great resonance for years, we will create new methods that allow participation and involvement in the scientific process. In the future, students will be increasingly involved in dialogue with the public that promotes understanding and makes use of the opportunities offered by digital communication channels. The university will create options and give incentives to encourage dialogue between science and the public at an early stage of studies.

Skills-oriented teaching

Teaching at TU Dresden promotes open discourse, critical thinking and self-reflection. The objective is to develop high-level, subject-specific and interdisciplinary skills for tackling today's most complex issues. Students should be empowered to develop ideas and approaches geared towards finding solutions to the major challenges of our time. Over the course of their studies, they will therefore acquire subject-specific and interdisciplinary knowledge as well as the methodological, social and personal skills necessary for graduate studies, a doctorate or professional life. These include the application of subject-specific and scientific working methods, self-reflection, the ability and willingness to continue to develop, interdisciplinary teamwork skills as well as written and verbal expression skills. Teaching at TU Dresden not only aims to provide students with new knowledge but also encourages them to develop a stance regarding the knowledge they have acquired.

Skills-based teaching is founded on a shift in perspective – the shift from teaching to learning. Teaching is no longer only about the subject matter to be imparted, but also about what students are able to do after completing a module or a degree program, with the help of subject-specific and interdisciplinary content. Against this backdrop, we understand learning as the active and independent composition of knowledge, skills and abilities, in which teaching staff encourage and support their students' self-guided learning. Learning also involves the development of a reflexive attitude towards the acquired knowledge and skills. For this reason, teaching at TU Dresden is geared towards the concept of constructive alignment – the compatibility of learning and qualification objectives with forms of teaching, learning and examination.

Skills-oriented teaching takes various dimensions into account, such as the formulation of skills-oriented learning objectives, the skills-oriented course design and skills-oriented assessment. The teaching development team supports teaching staff with a variety of services for developing and implementing skills-oriented curricula and corresponding examinations. Skills-based teaching is supplemented by additional programs and events for students. These include introductory events, mentoring programs, orientation and preparatory courses, student success projects, and support from the Career Service and the Academic Advisory Service.

The objective is to consistently include skills orientation in curriculum design, both in the formulation of learning and qualification objectives as well as in teaching and learning processes and examinations. To this end, TU Dresden will expand the advisory services for teaching staff and students on an ongoing basis. The processes tested here are evaluated and transposed into sustainable structures.

Professionalization of teaching

The teaching staff at TU Dresden inspire their students to become enthusiastic about their subject and they stimulate intellectual curiosity about interdisciplinary questions, knowledge development, knowledge transfer, and life accompanying studying. They provide professional advice and support students in their independent learning. This enables students to expand their scope of thought and action, bolster their decision-making abilities and increase personal responsibility. This way, teaching staff make a significant contribution to the development of a student's skill and personality. To achieve this objective, they design individual and group-based teaching and learning situations that are student-centered, application-oriented and correspond to the set skills-oriented learning goals.

Skills acquisition takes place on site and virtually in both university and non-university contexts. Teaching staff at TU Dresden provide students low-threshold opportunities to help shape teaching and learning. Using the approach of continuous learning as a springboard, teaching staff encourage critical self-reflection and promote a positive, constructive mode of addressing mistakes.

The appreciation of professional teaching at TU Dresden manifests itself in the visibility and recognition of good teaching and the regular cultivation of university-wide discussion across hierarchical levels and subject disciplines, such as on the Day of Teaching. For this reason, TU Dresden has created good framework conditions and provides ideal and material incentives for excellent teaching.

The enhancement of innovative teaching and learning is also fostered by appropriate facilities, technical equipment and resources as well as by funding opportunities and consulting services regarding teaching development.

Developing professional competency in teaching is seen as an ongoing process. As we see it, the motivation for professional teaching arises from the interplay of an individual's willingness to develop skills and the structures that promote this. The professionalism of teaching staff also includes a research-based approach to their own teaching. For this reason, TU Dresden seeks to increase its promotion of research on studies and teaching (Scholarship of Teaching and Learning). An essential component of this is a lecturers' research-based and reflective examination of their own teaching and teaching development. Reflective examination allows them to develop their own practices and to contribute to research focused on teaching and learning. This also applies to the employees in the team of teaching development, who are particularly engaged with the impact their work and measures have within the framework of the Scholarship of Academic Development.

TU Dresden regards the systematic qualification of teaching staff at all stages of their career as an important contribution to personnel development. With the objective of professionalizing contemporary teaching, teaching staff are provided with further training, advice and opportunities for certification in teaching and learning enhancement. The basis for advising and continuing education is the orientation towards both the teaching staffs' and the students' needs, as well as the strategic goals of TU Dresden. The programs take German and international standards into account, as well as trends in teaching and learning

enhancement. They are quality-assured and verified for consistency and positive impact with regard to contemporary teaching and learning, and are developed accordingly.

In the future, TU Dresden will make greater use of the potential for support continuing education and consulting in teaching and learning enhancement, with the goal of further professionalizing the development of degree programs and quality assurance in teaching. Lecturers see it as their managerial responsibility to support their research associates and student tutors in participating in further training in teaching and learning enhancement. The participation of teaching staff in teaching and learning enhancement training courses is regulated by binding individual target agreements and university regulations. When selecting employees with teaching duties, great significance is placed on qualification in didactics for higher education and teaching competence. Appointment committees are recommended to require applicants in appointment procedures to provide documentation of their teaching ability, previous commitment to teaching and future teaching developments in the form of a teaching portfolio. Looking forward, TU Dresden will open up new role descriptions and career paths focused on teaching.

Research-oriented teaching

TU Dresden has established good conditions for students to experience teaching and research as a singular unit, which they can enrich with fresh perspectives. We seek to use teaching at TU Dresden to inspire the next generation to take an interest in science and kindle a comprehensive understanding of research processes. By offering research-oriented teaching, learning and degree programs that are geared toward current scientific topics, questions, approaches and findings, we lay the foundation for a community of researchers, teaching staff and learners that is supported by curiosity and the joy of teaching.

Our understanding of research-oriented teaching is further manifested in our courses. These are coordinated to pursue the long-term objective of actively involving students in research so they can acquire practical skills and abilities. Research-oriented methods start with learning about research in one's own discipline. They also contribute to the development of research skills and abilities as well as a research-oriented stance. This in turn fosters active participation in research debates and, ideally, enables the independent implementation of research projects, ultimately paving the way to acquiring new scientific knowledge. Students at TU Dresden can thus learn about, shape and reflect on research. To achieve this, research orientation starts as early as possible in the course of studies and takes prospective personal development into account as well as the students' familiarization with the culture of the studied discipline. Simultaneously, it is enriching to see research-oriented teaching take place in an interdisciplinary context characterized by variety. Thanks to the networking enabled by the DRESDEN-concept research alliance, we include other learning and research institutions that go beyond TU Dresden. An important aspect of this openness towards the public beyond the university is science communication. It is seen as a key component of research-oriented teaching.

Funding opportunities are available to students and teaching staff to support the development of research orientation in teaching. These provide incentives, in addition to covering additional expenses. Through the FOSTER funding program, for instance, talented students with a strong interest in research can raise funds for their own research projects. Furthermore, teaching staff have access to support services for teaching and learning enhancement, for instance as part of the Teaching Synergies Program. Research-oriented teaching provides teaching staff with the opportunity to recruit early-career researchers for qualified collaboration in research projects. Research-oriented teaching projects and courses are officially recognized and credited towards teaching obligations. Research orientation in teaching is a fundamental task that extends far beyond flagship projects. As a matter of course, quality-assured research-oriented teaching is systematically included in the curriculum. Research-oriented teaching is also taken into account in redesigned curricula as part of degree program development.

Interdisciplinary teaching

The complex challenges of our time mean it is essential that scientific disciplines work together. TU Dresden places focus on the increasing importance of interdisciplinary cooperation in academia and business in its teaching. This enables us to extend the view beyond disciplinary boundaries, develop an understanding of different approaches, methods and subject cultures, and guarantee an up-to-date course of studies. Interdisciplinary cooperation is therefore essential for actively shaping the future. Our philosophy is that interdisciplinary teaching oriented towards common challenges promotes synergy between teaching staff and students from different disciplines.

Ideally, we would like to achieve an interdisciplinary standard which includes more than two disciplines. The introduction of students to interdisciplinary cooperation always takes into account their specific disciplinary identity and the progress of their studies without specifying a binding point in time in the course of studies for it to take place. Consequently, we understand interdisciplinary practice in teaching as a continuous scientific discourse and development process that is to be promoted at an early stage. The structure of the schools, numerous interdisciplinary institutions and research associations at TU Dresden and within the DRESDEN-concept alliance make our university an ideal environment for shaping interdisciplinary teaching, learning and degree programs. Thus, interdisciplinary teaching and learning can take place in physical and virtual spaces in both university and non-university contexts, and is characterized by its special research and practical relevance. The focus is on interdisciplinary exchange and interaction between those involved.

The basis of interdisciplinary courses at TU Dresden is an attitude of openness towards and curiosity about the scientific discourse of other disciplines. It is important to create space for a variety of methods and to strive for linguistic understanding. In terms of organization, we promote interdisciplinary practices via teaching export and opportunities for linking degree programs within the context of quality and degree program development. It therefore makes sense for the programs' further development to appropriately reflect the additional workload for teaching staff and to align the creditability of interdisciplinary programs for students to a greater extent in the future.

International teaching

As an open-minded place of study and science hub, TU Dresden invites students to learn, teach and research together in an international community and to immerse themselves in various cultures. We provide all students with the appropriate tools for working on globally relevant topics.

The principle of academic freedom and impartiality towards the values of one's counterpart is fundamental. The students of TU Dresden are prepared for living and working in a global context thanks to the international focus of course content and the course of study as well as cross-cultural exchange with fellow students from around the world. As graduates, they carry with them the intercultural experiences they have had and the appreciation of diversity that is practiced at TU Dresden.

TU Dresden enables the mobility of all members. Insights into other knowledge and higher education systems and discourse with other cultures stimulate a shift in perspective. The establishment and expansion of partnerships and mobility programs of varying types and durations, including opportunities for physical, hybrid and virtual mobility, play a decisive role. Professionalization with respect to the internationalism of teaching at TU Dresden is an ongoing process. We structure processes transparently to ensure adequate recognition of credits achieved abroad, and do so in line with skills-oriented teaching and learning.

To ensure the academic success of international students and open up future prospects in Saxony, TU Dresden also relies on targeted recruitment, combined with support from the beginning of the student journey right up to graduation. In addition, information, preparatory and accompanying programs as well as various cooperative advisory and service institutions of TU Dresden provide the basis for these support services.

The internationalization of teaching also means consistently thinking about the needs of international students and is enriching for everyone involved. For example, working together in international teaching and learning environments opens up insights into other cultures. English-language programs make it possible to study in Dresden without requiring German as a first or second language. At the same time, they help improve language skills and the career prospects of all graduates. The university-wide internationalization strategy promotes multilingualism and addresses the use of different languages appropriate to the specific disciplines.

To achieve this goal, university-wide internationalization expertise will be expanded in the long term by means of specific training programs for lecturers and staff. The wealth of experience of our international scientists is always taken into consideration, so as to expand the existing range of international and innovative teaching. TU Dresden relies on the interweaving and exchange of experiences of all those involved to promote and show appreciation for diversity in an academic environment, in addition to making visible and further developing existing courses and degree programs.

Diversity-sensitive teaching

Rooted in a heterogeneous society, TU Dresden is a diversity-sensitive university that sees students, teaching staff and researchers as part of the academic community. Teaching at TU Dresden is characterized by flexible and personalized teaching and learning as well as supportive advisory services that address the diversity of the student body. It opens up creative spaces and fosters the students' personal development. We assume responsibility for the challenges arising from this and consider diversity in the decisions we make. Examples of this include gender, age, social and ethnic origin, impairments, and world views.

Diversity-sensitive teaching means considering and acknowledging differences amongst learners and teaching staff. This heterogeneity should be purposefully included in teaching and learning contexts. We should use it to stimulate and deepen individual and joint learning processes. At the same time, the communicative and thoughtful examination of the topic fosters both students' and teaching staffs' skills development. Overcoming and eliminating barriers allows everyone to participate and build together. Thus, TU Dresden sees its students and teaching staff as ambassadors for an open and considerate society without discrimination or marginalization, and whose members' lives are characterized by inclusion.

In teaching, TU Dresden is concerned with raising awareness of diversity amongst all university members in order to refine existing approaches and to combine them with new ideas. It is crucial to integrate topics of diversity, inclusion and accessibility in a subject-oriented manner and aligned with adequate learning objectives and skills as a universal issue at a university open to *all* students. The perspectives of the groups to be supported in particular are currently being incorporated in the development and implementation of diversity-sensitive university teaching, for example through the training of education and inclusion officers. We also provide mentoring programs for students with impairments or disabilities in addition to ongoing teaching and advice on gender and diversity, such as the interdisciplinary Gender Lectures. This is accompanied by the systematic application of TU Dresden's Equality Concept, and the implementation and update of TU Dresden's action plan for the fulfillment of the UN Convention on the Rights of Persons with Disabilities (UN CRPD).

Structural accessibility on the TU Dresden campus as well as digital and communicative accessibility are being established to the greatest extent possible. In participatory teaching and learning labs, as a means of inclusion, learning and teaching are also tested and further developed in digitally supported environments. This requires interdisciplinary and transdisciplinary cooperation amongst all participants. Communication with the public in order to contribute to socially responsible teaching is particularly important in this regard.

Digitality in teaching

At TU Dresden, we combine digital and analogue forms of learning and teaching to enable collaborative communication and transfer both in on-site and remote learning. They are purposely selected and designed as didactically appropriate. Provided that the basic conditions are technically reliable, we use digital tools to help shape a student-centered and skills-oriented education. Digital or partially digital, participation-based teaching opens up opportunities for studying along individual and inclusive learning pathways. This in turn serves to develop a learning culture suited to the digital age.

It includes an increasingly altered understanding of mutual responsibility for teaching and learning processes, participation, and the role of students and teaching staff. Within the context of the shift from teaching to learning, students are free to create and shape their own learning processes using new forms of learning and teaching and in collaboration with lecturers. At TU Dresden, digital teaching and learning methods are seen as (future) integral components of the methodological and didactic teaching profile, which expand possibilities for participatory acquisition, interaction and cooperation. Through the targeted use of digital tools in teaching, we also enable educational processes that promote transfer, networking, self-development, and students' sense of responsibility. This prepares students to help shape a digital (working) environment characterized by constant change. TU Dresden places equal significance on the promotion of complex digital skills in teaching and continuing education courses as well as the purposeful and responsible use of digital media.

TU Dresden is committed to flexible and free access to knowledge within the framework of an open educational approach. This is closely linked to teaching that is as accessible as possible. Within this context, the increased expansion of open educational resources (OER) should also help reach interested parties outside of TU Dresden. TU Dresden also seeks to increasingly identify discipline-specific and didactic requirements in the implementation of digitally supported teaching, and promote corresponding innovation potential in digital teaching through various incentive systems. Teaching staff will take up the knowledge gained from this and integrate it into their teaching. The prerequisite for this is the subject-related basic equipment of teaching rooms for analogue, hybrid and digital courses as well as a guarantee of reliable and stable working environments that comply with data protection laws. Thus, in terms of degree program development, digital teaching is included both in the design of curricula and in their content. This incorporates a certain leeway for experimenting with new technologies, both physically and digitally. However, we must also guarantee support services in the form of broadly based information and flexible technical support as well as advising, continuing education and networking opportunities for members of TU Dresden.

Sustainable teaching

TU Dresden is committed to a sustainable, environmentally friendly and resource-saving approach to teaching and research. We also see it as our responsibility to foster the corresponding values in a global society and to do our part in pursuing them. This objective is all the more critical for the members of TU Dresden, as the complex challenges of sustainable development can only be satisfied through interdisciplinary scientific cooperation among different disciplines. As a comprehensive university with a focus on technology and the humanities, TU Dresden provides skills, ways of thinking and knowledge in a special way, thereby allowing us to contribute to mastering challenges of crucial importance for the future.

In this context, sustainability in teaching at TU Dresden is not only viewed as conveying the relevant scientific content; our teaching itself is also sustainable and we are involved in sustainability policy. Following the United Nations Global Action Program on Education for Sustainable Development, we advocate a concept of education that refers to proactive thinking and reflective action, as well as opening up new opportunities for participation. This concept includes interdisciplinary key skills and methods. Our courses and degree programs therefore strive to connect the fields of economy, environment, society and culture. At the same time, they acknowledge and highlight the special characteristics of specific subjects, knowledge and learning cultures.

TU Dresden's holistic approach to sustainability extends to teaching and research and their transfer, as well as to administration. TU Dresden understands teaching sustainability as an explicitly cross-sectional task, which is addressed both in subject-specific modules and in interdisciplinary teaching and learning methods.

TU Dresden records and evaluates existing teaching activities within the context of the executed sustainability concept, makes courses and continuing education programs with a connection to sustainability highly visible and develops innovative methods of teaching. All university members should be empowered to contribute to this process in a number of different ways. The goal is to further entrench education for sustainable development as an all-encompassing topic across degree programs at TU Dresden.

(Continued) development of degree programs

Degree program development supports the multiplicity of degree programs at TU Dresden and our standing as a comprehensive university. In order to ensure the appropriate conditions for successful study, we are dedicated to both the evaluation and improvement of existing degree programs and the conception of new ones. To this end, our degree program development is future-oriented and flexibly designed to react to changes in science and society. Degree program development also contributes to quality assurance at our university.

At TU Dresden, degree program development is understood as a continuous process characterized by professional conception and adaptation of learning objectives and curricula. Regular evaluation of the degree programs is therefore essential for quality development. Fundamental to degree program development is open communication amongst everyone involved based on a shared understanding of and commitment to good teaching. We place particular emphasis on student feedback and involvement.

Degree program development at TU Dresden is based on close cooperation between centralized and decentralized stakeholders. This cooperation is founded on tried-and-tested, standardized procedures and structures that enable professional advising and goal-oriented support in the conception and establishment of skills-oriented and modular degree programs. These standards and procedures are supported by the comprehensible, transparent and process-oriented design of degree programs, in particular with regard to the examination administration. The development of degree programs is oriented towards criteria for quality improvement, the topicality of (research) subject matter, international contexts and didactic principles with the goal of continuously improving the degree programs and adapting them to current social, discipline-specific and professional requirements. This ensures the ability to study and incorporates the conditions for flexible, life accompanying studying.

TU Dresden professionalizes processes of degree program development and aligns them with both content-related and formal criteria. The perspectives of teaching staff and learners are a central component of the conception and further development of the degree programs. English-language degree programs are intended to further internationalize the existing diverse range of courses, with the objective of promoting the next generation of adept students and future researchers at TU Dresden. Furthermore, TU Dresden strives to present its teaching and research priorities in a clear and straightforward manner. We define goals and conditions for strategic organizational development and systematize the requirements for degree programs in a consistent manner. This enables a quicker response to societal and research-related changes as well as to design future-oriented degree programs. Process-oriented administration creates an environment in teaching and learning that enables legally sound, efficient and transparent planning and implementation of degree programs. TU Dresden defines, coordinates and optimizes the processes to support the development and implementation of the degree programs as best possible.

Quality management of teaching

For TU Dresden, the high quality of teaching plays a central role in our educational mission. This requires a binding understanding of quality, which has been developed in an open discourse as well as through mutual feedback from all those involved, and which aims at the continuous improvement of teaching. Under this basic prerequisite, we understand teaching-related quality as the result of regular processes of negotiation and communication. These take place both university-wide, e.g. via legal requirements, and in our university's internal implementation.

In a process involving students, teaching staff and academic support staff, TU Dresden formulated quality goals for teaching which serve as the essential starting point for further developments and a participatory discussion about degree program quality. We introduced a quality management system for the constant review and continuous quality development of teaching, and for the highest degree of transparency of teaching and learning conditions. The quality management system itself regularly undergoes an external audit as part of the system accreditation procedure. Based on university statistical data and surveys of students, teaching staff and graduates (including course evaluations and alumni surveys) with the involvement of external experts, we compile evaluation reports for each degree program. Based on these reports, we identify and implement potential for the further development of teaching quality in a broad discourse. The academic and student Studies Coordinators and the Academic Affairs Committees play a key role. Internal university accreditation means proof of quality for every degree program at TU Dresden within the framework of system accreditation.

TU Dresden sees itself as a learning organization. Therefore, we are constantly working to develop the quality management system for studies and teaching as well as our understanding of quality. In so doing, we factor in changing social and legal framework conditions and the quality management instruments we use are continually reviewed and adapted. To consolidate the quality culture as a lived practice for all, our understanding of quality must also be reinforced. There is significant potential for further decentralized quality development of the degree programs in making the Studies Coordinators more visible in their role as important contacts, continuously integrating them into information flows and ensuring that they are easily approachable. Within this context, transparent information and advising are important, for which university-wide quality standards are being developed and implemented. Furthermore, the central points of contact for quality management in studies and teaching, research and administration must practice open communication and collaborative networking with each other in the future. In the longer term, TU Dresden will use study progress data and statistical data at the modular level as the basis for systematic quality analysis as part of degree program monitoring.

Teaching and learning campus

TU Dresden sees itself as a crossroads for scientific and social dialogue that provides a wide range of opportunities for learning, teaching and research. The campus's design, with its buildings, paths and green spaces, offers opportunities for both independent and collaborative study. Because student involvement is so important to us, we place great emphasis on student initiatives and student-organized teaching in our active design of the campus. Within this context, TU Dresden sees itself as a learning institution that is constantly evolving, thanks to its varied experiences, perspectives and reflection.

The main campus and the interconnected, decentralized locations of TU Dresden are designed to support students' academic endeavors and promote creativity, significantly contributing to both formal and informal learning and teaching. The campus promotes student life, participatory approaches and academic exchange between teaching staff and students. It is a place of learning and teaching characterized by an atmosphere of openness and interaction, which also invites discourse with the non-university public. TU Dresden places great value on enabling and supporting student-organized teaching and research-oriented learning in keeping with the principle of students as partners. Examples of this are the environmental education lecture series, *dies academicus* and the *studium generale*, the STUFO Expo exhibition of student research, and many more university group (educational) programs. Outside of teaching, students also volunteer in numerous projects, initiatives and in the Faculty Student Councils in order to establish community meeting spaces and discussion platforms for students and lecturers (e.g. "Meet your Prof"). The separate Unit Campus Life was set up within the Vice-Rectorate University Culture to underscore the importance of physical campus design.

The campus also features the necessary conditions and infrastructure to facilitate cross-campus communication using digital tools. It has areas for retreat, enabling concentrated work, learning and undisturbed preparation for exams, as well as study rooms with support and advice from experienced tutors. Rest and recreation areas are also available for students with children, or who have special needs or impairments. To do justice to the diversity of students, the campus is designed to be as inclusive and accessible as possible, both physically and digitally.

TU Dresden integrates the experiences and expertise of the Saxon State and University Library Dresden (SLUB) and other partner institutions of the DRESDEN-concept alliance. We will set up more freely accessible flex-use spaces and rooms in accordance with the learning, creative and seminar room arrangements (e.g., SLUB Makerspace). The comfort of the canteens, green spaces and seating areas as well as accessibility to break rooms and service areas for casual conversation are to be expanded as well. This also involves a sustainable campus design that conserves natural resources, promotes biodiversity and meets the current requirements of climate change. The establishment of the Green Office was a first step in this direction. To develop the design approaches exemplified here and to implement them structurally requires a coordinated use of funds and resources as well as integrative campus management that reflects the concerns of all users. Building on this, we are transforming the TU Dresden campus into a stimulating place where lecturers and students

can take over joint responsibility for the success of teaching and meet each other without reservations.

Life accompanying studying

The students, teaching staff and employees at TU Dresden also face increasingly complex challenges in light of the rapid changes of our time. To meet these changes, TU Dresden sees itself as a place of education and life accompanying studying firmly embedded in society, where new skills can be acquired and fields of knowledge can be developed. Through our range of courses, we want to enable learning at all stages of life, regardless of the goals or impetus.

Our understanding of life accompanying studying is that science-led education and study should be possible as an option for personal, professional and skills-oriented development at every stage of life. For this reason, TU Dresden is increasingly focusing on prospective students from all backgrounds and stages of life. Within this context, the goal of learning is not necessarily a university degree. It can also be open-ended. This includes continuing education courses for professional qualification, the Children's and Pupils' University, the Seniors' Academy and student-organized teaching such as the environmental education lecture series.

Our university is currently focused on programs and events for student recruitment, study orientation and beginning studies in order to discover and promote gifted learners at an early stage. However, especially in view of demographic change and the magnitude of the challenges we are facing, we will need all generations to work together in the future. TU Dresden is therefore developing additional opportunities for life accompanying studying based on the existing programs to individualize study at TU Dresden further and to focus on specific interests and stages of life. Existing methods and programs will be designed and developed to include topical content. They will thus enrich the conventional range of courses and make it more flexible. They will also allow the use of new didactic methods and the academic exploration of current topics and issues.

In this respect, TU Dresden offers various options for participation in studies, both for prospective students with and without a university entrance qualification as well as for employed or retired individuals. We are working to diversify the range of different study and continuing education opportunities to reach as many previously unaddressed target groups and experienced individuals as possible. TU Dresden will extend flexible learning beyond the already existing option of part-time study. A combination of digital and asynchronous teaching provides the additional opportunity to establish individual learning paths. In this context, it is important for the future that life accompanying learners can take courses flexibly and at a low-threshold level, so that they can approach contemporary study content according to their own interests, prerequisites and needs. They should be able to obtain traditional as well as alternative degrees and certificates. TU Dresden's commitment to life accompanying study will contribute more in the future to meeting the complex challenges of our time from a broad range of perspectives, integrating diverse experiential backgrounds. Life accompanying studying at TU Dresden enables individual learning pathways and encounters collective challenges in a didactically appropriate manner. Thus, the innovative approach of life accompanying studying opens up the opportunity for education through science to as many people as possible.