

Introduction to the Workshop
convened by Prof. Richard Felder & Dr. Rebecca Brent

1. Welcome to the workshop “Effective University Teaching”. Hans Brintzinger and I are happy about the many participants being here, about the fact that many professors participate in this workshop, and that many different departments are represented. We also heartily welcome students, young colleagues, and participants from the universities in Tübingen and Zürich. We welcome you also in behalf of our Departments (Chemistry and Psychology) and of the president and vice-president of our university, who both emphasize very much the improvement of university teaching.
2. Some time ago, I had the opportunity to do research on the process of studying and teaching at university level within the framework of an international longitudinal research project, called the FORM-project, for over 13 years. During that time, I got to know some eminent experts on learning and teaching in higher education: Gordon Pask, William Perry, Noel Entwistle, Paul Ramsden, Ference Marton, Roger Säljö and many others. When, about seven years ago, I first met Richard Felder and his wife Rebecca Brent, I was very touched that these scholars were also their intellectual nourishers, and that they and me cherished the same *knowledge base*, as we would say today.
3. The common theme of these eminent experts on teaching and learning, I hope you will agree, was and still is, that there is no learning but *active* learning. That is, if the student does not want to learn himself, or does not know how to learn, we as teachers cannot achieve much. What we *can* do, however, is to design an optimal learning environment that provides the active learner with good nourishment. We can help those students, who lack the ability to learn, by showing them how to do it and at the same time to enjoy it, so they also would become active learners.
4. We all know that this insight is correct. But it bears also some difficult questions: How can we adapt our teaching at university not only to an ever changing world and an ever changing body of knowledge, but also adapt it to the different needs of different types of students?

5. Related question: How can we free energies, and find time, to act upon our feeling of urgency for a new teaching? How can we use better techniques and modern technologies to do traditional *teaching* more effectively, so that we can free up time and opportunities for the students to *learn* more effectively?
6. What would help us a lot, is a) to learn some magic tricks which could help us to teach effectively, and b) to better understand the secrets of teaching and learning processes, so that we can invent some of those tricks ourselves.
7. Dear Dr. Brent and Professor Felder, dear Rebecca, dear Richard. We are very happy to have you here. We are all curious what your answers to those and many other questions will be. Welcome again in Konstanz, at our university.
8. Before you start, let me thank the institutions that made this workshop and the lecture by Professor Felder possible: The *University of Konstanz*, that covered the main costs; the *Verband der Chemischen Industrie* and the *Gewerkschaft Erziehung und Wissenschaft*, which co-sponsored the workshop; our departments, the *Department of Chemistry* and the *Department of Psychology*, that agreed to invite and host our guests, and the *Netzwerk Lehre*, a voluntary group of members of our university who wants to help to improve university teaching by disseminating information, coordinating initiatives and holding up research. Especially, I want to thank one person, who started the *Netzwerk Lehre*, who has been coordinating and energizing it for some time now, and is one of the leading researchers on universities – comparable perhaps to Professor Pascarella in the US: Tino Bargel. He regrets that he cannot attend this workshop because of health problems.

I wish us some of this energy to take as much out of this workshop as we can.