



PatternPool

Proven Teaching Practice in Higher Education

1. Problem definition

The reason for the development of the portal is based on identified problems in two fields:

1. Research: We do not know (enough) about what actually happens in higher education courses? We do not know quite what is demonstrably working.
2. Practice: On the one hand, it is still a great challenge for lecturers to find teaching solutions that have been successfully proven in Higher Education. On the other hand, it is very difficult to share proven solutions with others.

2. Theoretical considerations

Teaching in Higher Education is considered a social practice, which consists to a large extent of (non/only partially explicit) socially established and formalised solutions for recurring (communicative) problems. They guide the expectations of the participants' interaction and serve to relieve subordinate patterns of action. So far, there is no standardised documentation format in Higher Education. (van den Berk & Kohls, 2013). With the pattern approach, which originally originated in architecture and was further developed in computer science (Alexander, 1977), there is an upcoming proven strategy to capture the regularity of teaching and learning arrangements in Higher Education (e.g. Europlop.net). The descriptions are structured in such a way that it becomes clear to the recipient for which problems and situations and under which circumstances they can be used in principle.

4. Documenting proven teaching practice

Patternpool aims to attract **teachers as authors** who have interest to document their proven teaching practice as a pattern. It is crucial that Patternpool is not collecting ideas or concepts, but already implemented solutions/interventions (i.e. actions that have a certain effect/value) that have already proven themselves in teaching practice. As scientific publications, they are linked to a DOI or ISSN.

5. Two formats: Patterns and Video Stories

On Patternpool there are two types of structuring that differ mainly in different granularity levels and documentation procedures. Both approaches are supported by mentoring concepts that help authors write/create. In the case of *patterns*, mentoring is primarily aimed at working out so-called patlets (problem-solving constellations); in the case of *video stories*, it is used in particular to reflect on and structure the narrative.

6. Permanent and free availability

The project objective in terms of sustainability is the permanent availability of the results. This applies to patterns and their use for research purposes (Open Research) as well as to access to the pattern database for interested teachers (Open Content). Patternpool thus creates a systematic pattern collection that makes a lasting contribution to improving the quality of teaching and learning.

Contact us

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3. Development & Realisation

The BMBF-funded joint project *Open Pattern Tool for Higher Education Research and Practice (OPTion)* is developing an Open Access infrastructure for capturing and systematizing proven teaching-learning practices according to the pattern approach.

The repository, c.q. the **open access online journal**, is primarily aimed at teachers who would like to publish their proven teaching scenarios as patterns or draw inspiration for their own teaching from the reading. For research purposes, Patternpool can be used to analyse the pattern collection or the underlying metadata.

