# GUIDELINES FOR LECTURERS

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**On the theme of education at ETH Zurich:**
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## Course design
- Embedding teaching in the curriculum
- Planning learning objectives
- Designing course units
- Designing performance assessments
- Doctoral and Student Teaching Assistants
- New teaching and learning methods
- Didactic continuing education

## Planning course units & performance assessments
- Setting and announcing dates
- Room reservations
- Web-based learning management system Moodle
- Recording lectures
- Preparing teaching materials
- Online examination

## Teaching during the semester
- Help with web-based learning platforms
- Using the EduApp
- Multimedia equipment lending service
- Communication and student lists in eDoz
- Course attendance confirmation

## Semester Feedback
**Evaluation of course units**

## Assessing achievement
- Developing and conducting performance assessments
- Session examinations: planning
- Session examinations: individual changes / wishes
- Session examinations: execution / problems
- End-of-semester examinations
- Semester performance
- Key elements of course units (‘central elements’)

## Evaluation of Performance Assessments

## Scoring achievement
- Grading
- Announcing grades
- Unethical behaviour

## Followup
- Viewing of examinations
- Revising grades
- Grade appeals
- Document storage

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Courses teach students the competences set out in the curriculum (qualification profile), and build on previous curricular knowledge. Credits reflect students’ actual average workload and make it transparent.

Learning objectives are clearly formulated, transparent, ambitious and binding. The content and design of lectures, exercises, projects, experiments, practicals, activities and performance checks serve the achievement of learning objectives. Examinations and other types of performance assessment are aligned with learning objectives.

The course inspires intensive, critical and ongoing engagement with its subject. Students are involved appropriately and encouraged to think and learn independently. Faculty and Assistants deploy their research and practical experience in their teaching.

Examination tasks make it possible to verify the competences set out in the learning objectives in a valid, methodically correct manner. Examination tasks are closely related to these competences and the corresponding teaching and learning activities.

Courses are regularly evaluated via feedback from students, alumni and peers.

Scoring proceeds independently of the examining person, and everyone is subject to the same conditions. The grading scale is determined in such a way that a student’s grade is not dependent on the achievements of other students.

Exam corrections comprise differentiated information on student performance. Viewing of examinations enables students to use this information for further learning.