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Alexandra Dorfer studied Sociology and Business at the University of Graz. Since 2003 she has been working at Educational and Student Services, since 2007 at the Center for Social Research as well. Additionally, she is a lecturer at the Department of Sociology. Main fields of work: quality assurance in study and teaching, teaching development, empirical methods.



### **Competence-oriented Course Evaluation and Follow-up Measures**

#### **Abstract:**

In the course of the Bologna Process a precise definition of the different competences that students are to be conveyed during their studies came along. In agreements and letters of recommendation, such as the European Qualification Framework etc., learning outcomes are described. Thus, a competence based instrument for the evaluation of courses (GEKo, Graz Model for the Evaluation of Competences) has been developed at the University of Graz. It focuses on different types of action competence (i.e. professional, methodological, social, personal, language and media competence) and comprises both the point of views of students as well as instructors. After consideration of learning outcomes in university teaching and evaluation, the emphasis has to be placed to the skills of instructors with regard to the paradigm shift in teaching. The follow-up-measure for improving teaching methods is a specific university didactic with a pool of instructors.