



Leitbild

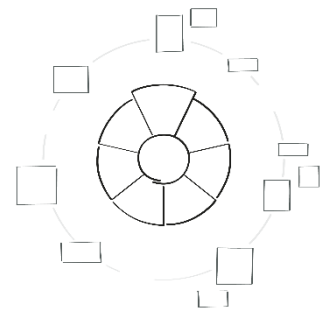
Lehren und Lernen

Foreword

How do we want to teach and learn at HdM now and in the future? The Mission Statement for Teaching and Learning (2025)¹ provides answers to this question. Together with HdM's [guiding values](#), it offers guidance for daily practice and successful collaboration. While the guiding values define HdM's fundamental principles of action, the mission statement specifically addresses teaching and learning.

Why do we need a Mission Statement for Teaching and Learning? Our mission statement strengthens HdM's identity as a teaching institution and contributes to the overall strategy by making teaching and learning visible. It enhances the university's competence profile and serves as a foundation for quality assurance ([Wissenschaftsrat, 2017](#)).

How is the mission statement structured? The mission statement is centred around a core that defines what sets HdM apart. Arranged in a circle around this core are the seven guiding principles – with HdM's self-image serving as the cornerstone. The outermost circle represents the *Gelebte Leitbild* (living mission statement), as explained in more detail below.



Why does each guiding principle begin with "We"? The "we" was chosen for several reasons:

- (1) To ensure that each individual feels personally addressed when reading a principle. Each of us takes on different roles at the university and embodies them in different ways — we do not want to exclude anyone.
- (2) To actively involve and engage the reader, we chose the first person plural.
- (3) Because no principle addresses an individual alone, and a mission statement is always a collective responsibility, we use "we."

*What is the *Gelebte Leitbild*?* While the mission statement provides orientation, it comes to life only through our teaching and learning culture. Its realization is a continuous process and a shared responsibility of all HdM members. This implementation takes place within the [Living Mission Statement](#) and is documented there.

And now? Enjoy reading and contributing!

¹ The first version of the "Mission Statement for Teaching" was published in 2019. Since then, much has changed both within and outside HdM. For this reason, the mission statement was updated and adopted by the Senate on July 4, 2025, under the title "Mission Statement for Teaching and Learning."

Mission Statement for Teaching and Learning

Core

Stuttgart Media University (HdM) sees itself as an innovative media university that contributes to the sustainable development of society, media and business through application-orientated teaching and research. In doing so, it focusses on people.

The mission statement for teaching and learning is in line with the position and strategy papers of the Hochschule der Medien. The guiding values of appreciation, participation, responsibility, innovation, transparency, trust and diversity are indispensable prerequisites for successful cooperation.

Self-image of HdM

We shape the present and future of media responsibly.

We assume responsibility for sociopolitical, social, ecological, and ethical issues in working with media, thereby promoting democratic values.

We design teaching and research to be application-oriented, practice-based, and closely interconnected - students experience research as an integral part of their learning, and educators contribute to the advancement of knowledge in their disciplines.

We offer an internationalized curriculum and promote teaching and research opportunities at home and abroad.

We are committed to our university community.

We live an open, respectful culture of dialogue and debate. A safe space forms the foundation for mental well-being, diversity, and innovation.

We think and work holistically and across disciplines.

Diversity and Demographic Development

We foster a culture in which every member of the university is valued and accepted.

We align our actions with the *Diversity Charter (2025)*, which recognizes the dimensions age, ethnicity and nationality, gender and gender identity, physical and mental ability, religion and worldview, sexual orientation, and social background.

We view demographic change as an opportunity and take societal transformations into account in our teaching, research, and administration.

We actively work toward the realization of anti-discrimination, accessibility, equal opportunities, gender equality, participation and contribution.

Teaching, Learning, and Assessment

Together, we cultivate a culture of teaching, learning, and assessment built on trust.

We share responsibility for our students' success.

We create an atmosphere of trust.

We coordinate teaching, learning, and examination: the content and methods of teaching and learning are guided by the intended learning outcomes (constructive alignment).

We define fair and appropriate requirements and communicate them transparently.

We consider differentiated and comprehensible feedback with lasting impact as essential for teaching, learning, and assessment.

Innovation and Future

We explore innovative and sustainable approaches as well as their implementation.

We integrate engagement with ecological, economic, and social sustainability, digital transformation, artificial intelligence, and other future-oriented topics into research, teaching, and study programs.

We make it possible to acquire relevant competencies for dealing with new developments.

We pursue the goal of finding an appropriate balance between analogue and digital elements in teaching and learning.

We take innovative technologies, such as e-learning tools and artificial intelligence, into account when developing and implementing new teaching, learning, and assessment formats.

Self-Understanding of Educators

We support learners with expertise, personality, and enthusiasm.

We regard it as our task to support and accompany learners in their personal and competence development. In doing so, we contribute our theoretical and practical professional expertise, our didactic skills, our personality, and our dedication.

In the spirit of lifelong-learning, we pursue continuously advancing our subject expertise as well as our methodological-didactic, personal, and social competences.

We enable international, intercultural, and interdisciplinary experiences within our teaching.

We design our teaching with sensitivity to diversity.

Self-Image of Students

We take responsibility for our own learning and are open to new experiences.

We actively shape our studies with regard to the development of subject-specific, methodological, social, and personal competences. This allows us to act in a reflective manner.

We shape collaborative learning and working in a responsible und respectful way.

We are open to international, intercultural, and interdisciplinary experiences.

We embrace lifelong learning, equipping ourselves to navigate change constructively and to actively shape our environment.

Teaching and Organizational Development

We advance teaching and organizational structures in a participatory and reflective manner.

We enable active participation in teaching and organizational development at all levels of the university.

We continuously develop our degree programs in the spirit of the Mission Statement for Teaching and Learning through measures of evaluation, quality assurance, and quality development.

We safeguard the feasibility of our study programs and the high quality of our teaching through internal and external accreditations.

We provide and make use of opportunities for reflection and ongoing development of teaching and learning.

Gelebtes Leitbild

The Living Mission Statement creates a “space” for engaging with and reflecting on the Mission Statement for Teaching and Learning. By continuously collecting examples that illustrate how the mission statement is implemented at HdM, the Living Mission Statement enables us to respond directly to current developments and to find answers to existing as well as new challenges. All contributions come from members of HdM and are available to all HdM members as inspiration and as concrete templates for action or for conception and layout.

The following section outlines the positioning of this space and describes its use and maintenance in more detail.

Positioning

The Living Mission Statement frames the core and guiding principles, showing how the Mission Statement for Teaching and Learning is implemented at HdM. It consists primarily of a database of implementation examples available in the Moodle course [*Gelebtes Leitbild*](#).

Use

All HdM members can submit examples of implementation via an input form. By selecting predefined keywords, the examples can be assigned to specific guiding principles, teaching formats, disciplines, and/or organizational areas. The extent of the examples may vary - specific assignments within a single session are just as welcome as entire concepts for degree programmes.

Using the keyword search, all HdM members can specifically search for templates or simply browse the database for sources of inspiration.

Maintenance

The course is administered by the Center for Learning & Development and its content is overseen by a committee assembled by the Senate’s Didactics Officer. This committee reviews, organizes, comments on, and shares the implementation examples submitted since the last meeting during its regular semester-based sessions as part of a curated process. When appropriate, it reports to the Senate, for instance on emerging developments and trends.