ZENTRUM FÜR HOCHSCHULLEHRE

UNIVERSITÄT BAYREUTH

University of Bayreuth, 95440 Bayreuth

To all lecturers
of the University of Bayreuth

Bayreuth, 27 November 2026

E-tutors for your teaching: funding for student assistants in digital teaching projects, summer semester 2027

A programme of the Centre for University Teaching (ZHL) at the University of Bayreuth. Training and funding e-tutors is part of the University's concept for "Promoting teaching and learning processes with digital resources".

Dear colleagues,

do you have an idea for your course that you have not yet found the time or the hands for? A simulation that lets students experience an experiment. A tool that lets students practise precise wording in your subject and gives them feedback. A video series, a redesigned Moodle course, or a chatbot that guides students through a project.

For projects like these, the ZHL is once again funding student assistants as e-tutors in the summer semester 2027. You select the students from your subject, we train them and support your project, both didactically and technically, until it is in use in your teaching. There are no costs for your chair.

We warmly invite you to apply with a project idea. You do not need a finished technical concept. We are happy to work out with you which format suits your subject and your students. A conversation with the ZHL before you apply is possible and useful (book an appointment): you benefit from more than ten years of experience with the e-tutor programme and over 200 accompanied projects.

Key facts

What	When and where
Information session: questions and exchange of ideas	Monday, 30 November 2026, 13:05 to 13:55, register via ProfiLehrePlus
Application deadline	**16 December 2026, 12:00 noon**, using the online form at etutor.zhl-ubt.de
Start of training	March 2027, before lectures begin, hybrid, in English
E-tutor assignment	Summer semester 2027, up to five months, up to 20 hours per month
Further information	zhl.uni-bayreuth.de/en/certificates/etutors

PD Dr. Frank Meyer I Centre for University Teaching (ZHL), University of Bayreuth, 95440 Bayreuth, Germany
Location: Zapf-Gelände Haus 4, Room 4.2.11, Nürnberger Straße 38, 95448 Bayreuth
Phone: +49 921 55-4637, E-mail: zhl@uni-bayreuth.de, Website: zhl.uni-bayreuth.de

Aims of the programme

Since 2017, the ZHL has trained student assistants as e-tutors every semester. They work at a chair for one semester and, together with the lecturer, carry out a concrete project for digital teaching. They advise, support and co-design: they select digital teaching and learning formats that suit the discipline, develop them further with the lecturer and put them into practice.

Our guiding principle: **didactics and technology are thought together.** Every project starts with a learning goal and a place where students struggle, and every technical decision is checked against that goal. Two overviews follow the examples below: the first shows how a project unfolds, from the lecturer's idea to better learning and visible teaching quality; the second shows the range of digital elements, structured by Diana Laurillard's six types of learning and always starting from didactic planning.

What e-tutors build at the ZHL: examples from current projects

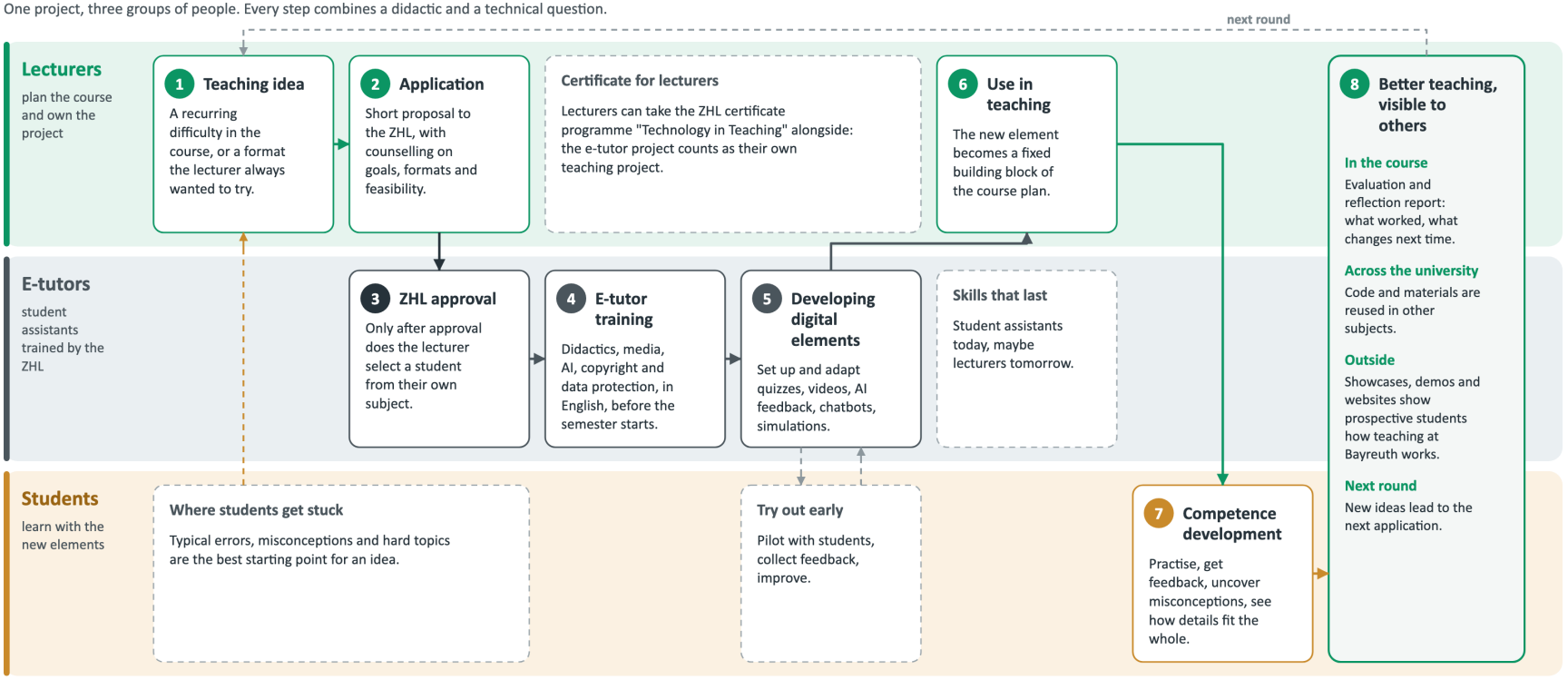
- **Conversation simulation with an AI avatar:** Students practise putting things into words under pressure. They prepare for oral exams or train pitches, presentations, office-hour conversations and situations in a foreign language. Their counterpart is an interactive avatar driven by a multi-stage language model system. After each conversation they receive feedback. We are currently considering extending the simulation to selection interviews. examsim.zhl-ubt.de
- **Precise wording with AI feedback (biomechanics):** In the “Description Lab”, students watch videos, images, animations or diagrams and describe in technical terms what they see. The AI marks vague passages and asks follow-up questions; students work out the answer themselves. The language model runs on the NHR@FAU computing cluster. The code serves as a basis for other subjects and topics. biomechanik.zhl-ubt.de
- **Soil physics (geoecology):** On this basis, a learning environment was created that leads from taking a soil sample to measuring hydraulic conductivity. Sampling and the measurement set-up can be operated in 3D. At several points, students write predictions and explanations and receive feedback.
- **Manufacturing technology (CNC milling):** Measurement data from a real milling process (forces, power, process video) are synchronised in time and linked to a 3D model of the machine. Students see what happens in the workpiece while the measurement curves change.
- **360° tours, VR and AR:** With 3DVista, the ZHL builds 360° and 3D tours of labs, sites and processes that students can explore on screen or with a VR headset. VR and AR headsets and the software to develop immersive learning scenarios are available at the ZHL. 360.zhl-ubt.de
- **Battery management (chatbot “Batty”):** A chatbot guides students through a research module. It helps them sharpen their research question and keep to their schedule. It does not write texts or award grades; that remains with the chair.
- **Local AI for project management (Erasmus+ project BRIDGE):** A language model on ZHL hardware analyses the documents of an international project, such as minutes, task lists and deadlines, and turns them into tasks, milestones, responsibilities and documented decisions in the university's GitLab. The project data stay at the university, and the model's suggestions are adopted only after human review.
- **Live voting in lectures (CRS):** With the ZHL's Classroom Response System, e-tutors develop questions for face-to-face sessions, support their use and analyse the results with the lecturer.

PD Dr. Frank Meyer I Centre for University Teaching (ZHL), University of Bayreuth, 95440 Bayreuth, Germany
Location: Zapf-Gelände Haus 4, Room 4.2.11, Nürnberger Straße 38, 95448 Bayreuth
Phone: +49 921 55-4637, E-mail: zhl@uni-bayreuth.de, Website: zhl.uni-bayreuth.de

E-tutors at the ZHL: didactics and technology, thought together

From a lecturer's idea to digital learning elements, competence-oriented teaching and visible teaching quality

One project, three groups of people. Every step combines a didactic and a technical question.



Both questions, at every step

Didactics	Which learning goal? Where do students struggle?	Constructive alignment: goal, activity, assessment	Methods, roles, counselling, copyright	Design of tasks and feedback	Planned place in the course and in assessment	Practice, feedback, misconceptions, overview	Evaluation and SoTL report
Technology	What could help? Look at examples	Feasibility check with the ZHL	Quiz, video, AI, chat, feedback tools	Build and adapt: H5P, 3D, AI feedback, avatars	Moodle, live voting, ZHL platforms	Runs in the browser, AI on university or NHR servers	Showcase, demo, reusable code

What the ZHL brings to every project

Didactics and counselling · Curriculum development · Revision of assessment formats · Media loan and video studio · VR, AR and 360° · AI, including local models on ZHL hardware · Certificate programmes · Support from the first idea to the final report

200+ projects

10+ years of e-tutors

PD Dr. Frank Meyer I Centre for University Teaching (ZHL), University of Bayreuth, 95440 Bayreuth, Germany
Location: Zapf-Gelände Haus 4, Room 4.2.11, Nürnberger Straße 38, 95448 Bayreuth
Phone: +49 921 55-4637, E-mail: zhl@uni-bayreuth.de, Website: zhl.uni-bayreuth.de

Digital elements in teaching: didactics first, then many ways forward

Structured by Diana Laurillard's six types of learning (Conversational Framework, ABC Learning Design). Examples, not a closed list.

UNIVERSITÄT BAYREUTH

1 Didactic planning

Learning goals
What should students be able to do at the end? (Bloom's taxonomy)

Students
Prior knowledge, group size, where they get stuck

Constructive alignment
Goal, learning activity and assessment fit together

Type of learning
Which activity leads to the competence? Choose one or several of the six types

Only then: technology
Media, tools and platforms follow the activity

With the ZHL: counselling,
workshops, certificate programmes

2 Choose the type of learning, then the digital element

Acquisition
Learning by reading, watching, listening

Formats and media
- Short teaching videos and screencasts
- Interactive videos with questions
- Podcasts and audio summaries
- Animations and explainer graphics

Tools and platforms
- Panopto
- H5P
- Moodle book
- ZHL video studio

Idea
Lab basics as short videos, so lab time goes into experiments

At the ZHL
- OneTutor: AI chatbot that answers from the course's own material
- Learning Baukasten: learning sequences with AI support

Investigation
Exploring, comparing, analysing

Formats and media
- Simulations and virtual labs
- 3D models, 360° tours, VR and AR
- Real measurement data to explore
- Digital sources, texts and maps

Tools and platforms
- 3DVista for 360° and 3D tours
- VR and AR headsets
- Blender for 3D models

Idea
Students predict a measurement, then test it in the simulation

At the ZHL
- Soil Water Lab and CNC milling lab in 3D
- WiNBat: battery production line in 3D
- 360° tours of labs and sites, VR and AR

Practice
Applying knowledge with feedback

Formats and media
- Quizzes with explanatory feedback
- Auto-checked exercises (numbers, code)
- Case trainers and branching scenarios
- Serious games

Tools and platforms
- Moodle quiz
- H5P
- CRS quizzes
- Coding notebooks

Idea
Rehearse the oral exam with an avatar before the real one

At the ZHL
- ExamSim: oral exams, presentations and conversations with an AI avatar
- VideoAnalyse: feedback on one's own presentation

Discussion
Articulating ideas and responding to others

Formats and media
- Live voting in lectures
- Anonymous question boards
- Forums and annotated reading
- Socratic dialogue with AI

Tools and platforms
- CRS
- Mentimeter
- Perusall

Idea
Vote on a misconception, discuss in pairs, vote again

At the ZHL
- CRS: Classroom Response System of the ZHL
- Description Lab: AI asks follow-up questions instead of giving answers

Collaboration
Building something together

Formats and media
- Shared boards and wikis
- Virtual exchange and e-tandems with partner universities
- Shared glossaries
- Group projects with tasks and milestones

Tools and platforms
- Etherpad
- Padlet, Mural, Miro
- Overleaf, Office 365
- GitLab

Idea
The course builds one shared glossary over the semester

At the ZHL
- BRIDGE: project tasks, milestones and decisions in GitLab, supported by a local AI model

Production
Showing what has been learned

Formats and media
- Students produce videos, podcasts, posters
- Essays and short analyses with feedback
- Apps, games, online exhibitions
- Research projects

Tools and platforms
- Video studio
- H5P authoring
- ThingLink
- GitLab

Idea
Students explain a concept in a short video for next year's cohort

At the ZHL
- LearnAssist: AI feedback on student texts
- Batty: AI companion through a research module

Across all types
Feedback on learning progress · AI feedback on texts and speech · Peer review · Formative quizzes · E-assessment · Accessibility · Copyright and data protection

Open to new combinations

The strongest projects mix types of learning. Some that already run:

- 3D simulation + writing task + AI feedback = **Soil Water Lab**
- Measurement data + process video + 3D model = **CNC milling lab**
- AI avatar + oral exam + feedback = **ExamSim**
- 360° tour + VR headset + tasks = **virtual field trip**
- Chatbot + schedule + supervision = **Batty**

Your subject, your idea: other combinations are welcome.

ZENTRUM FÜR HOCHSCHULLEHRE

Resources at the ZHL

available for every e-tutor project and for all lecturers

Counselling and development
- Consultation hours: meet.zhl-ubt.de
- Curriculum development with lecturers
- Revision of assessment formats
- Support from the first idea to the final report

Media and spaces
- Media loan: media.zhl-ubt.de
- Video studio: studio.uni-bayreuth.de
- VR and AR headsets with development software
- 360° projects: 360.zhl-ubt.de

Certificates and AI
- Certificate programmes: guided foundation level, Technology in Teaching, Teaching with international students
- AI on our own terms: local models on ZHL hardware, NHR@FAU, Academic Cloud

PD Dr. Frank Meyer I Centre for University Teaching (ZHL), University of Bayreuth, 95440 Bayreuth, Germany
Location: Zapf-Gelände Haus 4, Room 4.2.11, Nürnberger Straße 38, 95448 Bayreuth
Phone: +49 921 55-4637, E-mail: zhl@uni-bayreuth.de, Website: zhl.uni-bayreuth.de

What the ZHL offers

Teaching videos, Moodle courses with H5P elements, quiz formats and shared reading have been part of the repertoire for years. In AI projects, we agree with you at the outset which language model is used and where the data are processed: on ZHL hardware or at NHR@FAU.

Every e-tutor project, and every lecturer, can draw on the resources of the ZHL, with support from the first idea to the final report:

- **Counselling and development:** consultation hours (meet.zhl-ubt.de), curriculum development with lecturers, revision of assessment formats
- **Media and spaces:** media loan (media.zhl-ubt.de), video studio (studio.uni-bayreuth.de), VR and AR headsets with development software, 360° projects (360.zhl-ubt.de)
- **AI on our own terms:** local language models on ZHL hardware, NHR@FAU, Academic Cloud
- **Certificate programmes:** guided foundation level, Technology in Teaching, Teaching with international students

Lecturers can also take part in the ZHL certificate programme "Technology in Teaching" (Future-oriented university teaching through technology integration). It includes developing, running and evaluating a teaching project with technology integration, so an e-tutor project can serve as that project.

The appendix contains a prompt you can paste into an AI tool of your choice. It helps you turn your own course into a concrete project idea.

E-tutor competences

The training introduces teaching and learning formats and methods and shows how digital media, technologies and AI fit in. E-tutors weigh up advantages and disadvantages and can advise lecturers on their choice. They support lecturers in preparing and running their courses. Copyright and data protection are a fixed part of the training, and since 2023 so is the use of AI in teaching.

Competences after the training, in brief:

- Advising on the selection and design of digital teaching and learning processes (including constructive alignment)
- Designing and building interactive learning environments, for example simulations, 3D models, 360° tours, VR and AR scenarios or prepared measurement data
- Targeted use of AI in teaching and project work: feedback on student texts, conversation simulations with avatars, chatbots for guidance, locally hosted language models
- Co-designing courses with digital elements: Moodle with H5P and other activities, quizzes and live voting (ZHL Classroom Response System, Mentimeter), Perusall for shared reading
- Producing teaching videos (screencasts, studio recordings in the ZHL video studio, editing) and integrating them via Panopto [optional]
- Advising on copyright and data protection
- Testing with students and improving based on their feedback

PD Dr. Frank Meyer I Centre for University Teaching (ZHL), University of Bayreuth, 95440 Bayreuth, Germany
Location: Zapf-Gelände Haus 4, Room 4.2.11, Nürnberger Straße 38, 95448 Bayreuth
Phone: +49 921 55-4637, E-mail: zhl@uni-bayreuth.de, Website: zhl.uni-bayreuth.de

Training at the ZHL

The training consists of several block days before lectures begin and two follow-up meetings. Participants receive a certificate of attendance for up to 30 working units (WU, 45 minutes each). Groups have about 10 to 20 participants. The training is led by Paul Dölle (ZHL).

New: in 2027 the training starts in March. Since the winter semester 2025/26 it has been held entirely in English. Sessions are hybrid and synchronous; participants join on site or online. Students register themselves via ProfiLehrePlus.de. They must be enrolled for the entire programme (from March); longer stays abroad during this period are not recommended.

Three sessions are mandatory. The focus groups on video, quizzes and artificial intelligence are optional, unless your project works with that topic; then the focus group is mandatory. At the end, the e-tutor and the project supervisor each write a reflection report, which is published as an EPUB in the ZHL series.

Schedule and curriculum

- **Day 1, 6 WU: Teaching and learning settings with digital resources** (9:00 to 15:00)
  - Introduction to higher education didactics; synchronous and asynchronous teaching
  - Key concepts: blended learning, flipped classroom, hybrid teaching
  - Platforms: Moodle and further tools; methods in digital teaching
  - Deepening through asynchronous material (further 2 WU)
- **Day 2, 4 WU: Supporting lecturers with digital resources** (9:00 to 13:00)
  - Didactic design of courses with digital elements
  - Clarifying roles in advising and support
  - Media law and copyright
  - Self-study courses on online teaching; deepening through asynchronous material (further 2 WU)
- **Day 3, optional focus group "Video", 4 WU** (9:00 to 13:00)
  - Goals, formats, content and didactic design of teaching videos
  - Technical implementation: software, media, platforms, video studio
  - Self-study course Teaching and learning videos
- **Day 4, optional focus group "Quiz", 4 WU** (9:00 to 13:00)
  - Quizzes as individual feedback on learning progress; types of quizzes
  - Technical implementation, for example with Moodle, Mentimeter or the ZHL Classroom Response System
- **Day 5, optional focus group "Artificial Intelligence", 4 WU** (9:00 to 13:00)
  - AI for teaching material: videos, quiz questions and assessments
  - AI in the learning process: feedback on student texts, chatbots and conversation simulations
  - Which model runs where: commercial services, NHR@FAU, local models at the ZHL; data protection
  - Risks and limits
- **Meeting with project lead and e-tutor, 1 WU** (in the month after the training)

PD Dr. Frank Meyer I Centre for University Teaching (ZHL), University of Bayreuth, 95440 Bayreuth, Germany
Location: Zapf-Gelände Haus 4, Room 4.2.11, Nürnberger Straße 38, 95448 Bayreuth
Phone: +49 921 55-4637, E-mail: zhl@uni-bayreuth.de, Website: zhl.uni-bayreuth.de

    - A short conversation between the three of you about current plans and challenges
- **Day 6, 3 WU: Evaluation and reflection** (towards the end of the semester)
    - Discussing challenges, evaluating the e-tutor work and the training programme, reflecting on ongoing projects
- **Reflection report, 6 WU**
    - E-tutor and project supervisor write their reports before the contract ends. Procedure, format and criteria are agreed on Day 6.
- **Available at any time:** ZHL self-study courses on video technology, online teaching and accessibility: zhl.uni-bayreuth.de/de/workshops/selbstlernkurse

Funding

For the summer semester 2027, the ZHL provides funds from the Bavarian university agreement (Hochschulvertrag) to employ ten student assistants, each for up to 20 hours per month for up to five months. All lecturers of the University of Bayreuth are welcome to apply. If you already fund student assistants from other sources, they can join the training free of charge. There are 20 training places per semester in total.

Selection and employment procedure

1. You apply to the ZHL for funding of a student assistant for up to 20 hours per month for up to five months. Your application describes the planned teaching project: how digital resources will be used and what exactly the e-tutor will do. Please apply using the online form at etutor.zhl-ubt.de; you receive a confirmation by e-mail and can change your application until the deadline. **The deadline is 16 December 2026, 12:00 noon.** Later applications are considered if funds are still available. Lecturers who have not received funding before are given priority.
2. The ZHL explicitly supports you while you prepare your application, for example in describing the e-tutor's tasks and the didactic options. The information session on 30 November is a good starting point.
3. The ZHL selects the projects together with the Vice President for Teaching and Students.
4. Selected lecturers receive a confirmation and choose suitable students from their field as soon as possible. The student you select receives your descriptions of the course, the teaching idea and the tasks, so that they can prepare well for the work.
5. The ZHL employs the e-tutors for the period applied for in the summer semester 2027.
6. The e-tutors take part in the training from March 2027 (see curriculum).
7. After the training, you involve the e-tutor in preparing, designing and following up your teaching within the contract. A short meeting between the ZHL, you and the e-tutor marks the start.
8. The student assistant remains assigned to you until the end of the project. Funding ends when the contract ends.
9. You and the e-tutor each write a short reflection report at the end (see below).
10. We are glad if you continue to employ the trained student assistant as an e-tutor beyond the project period.

The ZHL advises and supports you throughout the entire process.

PD Dr. Frank Meyer I Centre for University Teaching (ZHL), University of Bayreuth, 95440 Bayreuth, Germany
Location: Zapf-Gelände Haus 4, Room 4.2.11, Nürnberger Straße 38, 95448 Bayreuth
Phone: +49 921 55-4637, E-mail: zhl@uni-bayreuth.de, Website: zhl.uni-bayreuth.de

Reflection report

Everyone involved puts a lot of time into an e-tutor project. A great deal happens along the way: things work, things fail, things are decided anew. These experiences are valuable for other lecturers. We therefore invite the e-tutor and the supervisor to write a reflection report guided by questions, which we publish as an EPUB in the ZHL series. Both are listed as authors and can use the contribution as a publication.

- **E-tutor** (about 3 to 5 pages, two weeks before the contract ends): personal learning gains, challenges of the work, ideas for continuing the project.
- **Project supervisor** (about 2 to 3 pages): actual implementation compared with the application, successes and setbacks, contribution of the project to digitally supported teaching.

We provide a template with guiding questions. The reports contribute to the Scholarship of Teaching and Learning (SoTL).

Institutions and people involved

- **Centre for University Teaching (ZHL):** didactic concepts for digital resources in teaching, individual support and training, project support
- **IT Service Centre:** multimedia technology and e-learning system

Links

- Online application form: etutor.zhl-ubt.de
- Prompt for developing your idea with an AI assistant: etutor.zhl-ubt.de/prompt.php
- Programme page: zhl.uni-bayreuth.de/en/certificates/etutors
- Information session: Planning E-Tutor Projects: Exchange and Application Counselling
- Seminar programme: profilehreplus.de/seminare

Contact

PD Dr. Frank Meyer, Head of the ZHL
Phone: +49 921 55-4637, E-mail: frank.meyer@uni-bayreuth.de

Paul Dölle, E-tutor programme lead, ZHL
Phone: +49 921 55-4650, E-mail: paul.doelle@uni-bayreuth.de, appointments: meet.zhl-ubt.de

Please get in touch at any time. We look forward to your ideas!

Kind regards,

PD Dr. Frank Meyer
Centre for University Teaching, University of Bayreuth

Appendix: developing your project idea with AI

Copy the text below into an AI tool of your choice. The AI will ask you about your course and develop a project idea with you step by step, which you can then transfer into the online application form. You can also copy the prompt from etutor.zhl-ubt.de/prompt.php. Please do not enter any personal data of students.

```
You are an experienced instructional designer at a university centre for teaching and
learning. You help a lecturer turn a first idea into a concrete e-tutor project. An e-tutor
is a trained student assistant who works up to 20 hours per month for up to five months
(about 100 hours in total) and sets up, adapts and produces digital elements for one course.
Didactics and technology are always thought together: every technical suggestion must serve
a learning goal.

How to work with me:
- Ask one question at a time and wait for my answer. Keep your messages short.
- Reply in the language I use.
- Do not ask for personal data of students.
- Be honest about effort. If an idea does not fit into about 100 hours, say so and suggest a
smaller first version.

Step 1: Understand the course. Ask me, one by one, about:
1. the course (subject, type, size, semester, language, how it runs today),
2. the students (prior knowledge, how mixed the group is, what motivates them),
3. the learning goals and what students should be able to do at the end,
4. where students get stuck. Help me with examples if I hesitate: typical errors,
misconceptions, content that is hard to picture, too little practice, too little feedback,
basics that have to be explained again every semester, students who do not prepare or
review, exam anxiety, large groups with little individual support, very different levels of
prior knowledge,
5. what already exists (slides, scripts, videos, data, exercises, a Moodle course).

Step 2: Name the core problem. Summarise in two or three sentences what the real learning
problem is and which competence is at stake. Ask me whether this is right before you
continue.

Step 3: Suggest three different directions. Use the core problem, not the technology, as the
starting point. Choose from different families, for example:
- Practice with immediate feedback: quizzes with explanatory feedback, interactive H5P
units, exercises with automatic checking of numbers, code or short answers.
- Feedback on writing or speaking: AI that marks vague passages and asks follow-up
questions, peer review, conversation or oral-exam simulation with an AI avatar.
- Making the invisible visible: animations, simulations, 3D models, prepared real
measurement data, videos of lab procedures or equipment, augmented reality via QR codes on
slides.
- Freeing class time: short videos or screencasts with embedded questions for a flipped
classroom, so that sessions are used for discussion, cases and practice.
- Guiding a process: a chatbot or structured online path that leads students through a
project, a research module, lab preparation or safety training.
- Activating large groups: live voting, anonymous question boards, collaborative boards.
- Decision-making: branching scenarios and case trainers in which students make choices and
see the consequences.
- Students as producers: students create videos, podcasts, glossaries, online exhibitions or
game elements as part of their coursework.
- Connecting people: virtual exchange with partner universities, e-tandems, guest experts
online.
For each direction give: the learning goal it serves, what students do, the digital element,
what the e-tutor would build, a rough estimate of hours, and one risk.

Step 4: Help me choose and expand. After I pick a direction, show me how the element can
become a fixed part of the course, and give me at least five concrete integration ideas, for
example:
- before the session (preparation with a short check), during the session (live use,
discussion of results), after the session (review, exam preparation),
- a link to assessment, because voluntary offers are often used too little,
- a short pilot with a few students in the first weeks and a round of improvements,
```

PD Dr. Frank Meyer I Centre for University Teaching (ZHL), University of Bayreuth, 95440 Bayreuth, Germany
Location: Zapf-Gelände Haus 4, Room 4.2.11, Nürnberger Straße 38, 95448 Bayreuth
Phone: +49 921 55-4637, E-mail: zhl@uni-bayreuth.de, Website: zhl.uni-bayreuth.de

```
- reuse in later semesters and by colleagues,
- a way to make the result visible (demo in class, presentation at a teaching event,
showcase for prospective students).
Then point out typical stumbling blocks and how to avoid them: interactive elements take
longer than expected; video needs good sound; scope grows quickly; who maintains the
material after the project; copyright for images and texts; for AI tools: which model, where
the data are processed, and what students may and may not use it for.

Step 5: Plan the e-tutor's work. Turn the chosen idea into a list of practical tasks for the
e-tutor (prepare content, set up and adapt tools, produce material, test with students,
support sessions, collect feedback) and a simple month-by-month plan for up to five months.

Step 6: Draft the application. Write drafts for these three sections of the application
form, in clear language and without buzzwords:
A. My teaching idea (maximum 2,500 characters): where students struggle, which digital
element, what students should be able to do better afterwards and how I will notice it, and
whether AI plays a role.
B. How the element becomes part of my course (maximum 1,000 characters).
C. Tasks of the e-tutor (maximum 2,500 characters), written so that the e-tutor can start
working with it.
Finally, list three questions I should clarify with the ZHL before submitting.

Start now with the first question from Step 1.
```

PD Dr. Frank Meyer I Centre for University Teaching (ZHL), University of Bayreuth, 95440 Bayreuth, Germany
Location: Zapf-Gelände Haus 4, Room 4.2.11, Nürnberger Straße 38, 95448 Bayreuth
Phone: +49 921 55-4637, E-mail: zhl@uni-bayreuth.de, Website: zhl.uni-bayreuth.de