

Teaching Vision

I am deeply motivated by exploring new forms of learning and teaching. Through my work as a program developer at Berlin's state academy and as head of program at Most Wanted: Music, I have designed and implemented a wide range of course and event formats. These experiences, combined with my participation in academic courses in Norway and the US over the past three years, have shaped my conviction that contemporary university teaching benefits from well-structured hybrid formats, a strong integration of research and project work, and open, inclusive networks that connect academia, industry, and society.

Hybrid Formats

Hybrid and flipped classroom formats play a central role in my teaching approach. Pre-recorded lectures and curated online resources are well suited for conveying foundational knowledge, allowing students to learn at their own pace and accommodating diverse learning speeds and preferences. Physical classroom time can then be used more effectively for interactive discussions, collaborative project work, and co-creation. In my experience, this project-centered approach leads to higher student engagement and more advanced outcomes. While live lectures remain valuable in certain contexts, I place particular emphasis on the interactive and social dimensions of in-person teaching. I also enjoy experimenting with new learning environments, including gamified and virtual formats developed during the pandemic, and I am keen to explore emerging tactile and immersive technologies as future pedagogical tools.

Research–Teaching Nexus

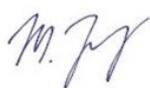
A second core principle of my teaching is the close connection between research and education. I strongly believe that involving students – already at the undergraduate level – in research projects enhances their sense of relevance, agency, and professional orientation. Active learning has consistently been a guiding principle in my teaching, a foundation I developed during my certificate course in teaching methods at Kassel University and later applied as a seminar leader for international language teachers, with largely positive reported outcomes.

Industrial Connections

Finally, I place great importance on connections between universities, industry, and the wider community. In fields such as interactive and music technology, close collaboration with industry partners allows students to engage with current developments, access internships, and build professional networks. While university–industry collaboration requires careful consideration, I see great value in creating transparent, institutionalized formats such as joint events, project partnerships, and guest contributions. I also aim to further develop campus and community partnerships, where student engagement with cultural and social institutions becomes an integral and assessable part of teaching. My experiences working with opera houses, philharmonic venues, and in community music projects have shown me how such collaborations can foster inclusion, audience development, and societal relevance.

Personal Reflections and Initiatives

I see teaching as both a responsibility and a privilege. Supporting students in developing their skills, reflecting on their practices, and growing as individuals is central to my work. I continuously test and refine my methods, encouraging collaboration while respecting individual working preferences, and striving to create learning environments that are inclusive, practice-oriented, and future-facing.



Matthias Jung

Berlin, September 2025