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School of Business and Social Sciences, Aarhus University

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Introduction

The following is an account of the established *practice of the development of teaching and teaching competences* that has been in effect at Aarhus University's School of Business and Social Sciences since 2011.

The development of teaching and teaching competences is a *subset of the overall policy and strategy for the quality development of teaching and study programmes*. The following aspects are not described in this memo: strategies and practices relating to student recruitment and commencement of studies; structure and organisation; the development of study programmes and study environments; and the school's relation to the labour market.

The focus here is on the part of the strategy aimed towards the development of teaching and teaching competences, which is initiated and implemented directly at faculty level. University-level and department-level initiatives are not accounted for in this memo.

BSS' practice of the development of teaching is aimed at securing the continuous quality development of teaching activities and degree programmes, and this development is primarily contingent on the ability of the teaching staff to make didactic choices, their level of specialised knowledge as well as their professional judgement in planning the courses, teaching and conducting examinations. This includes the given lecturer's (i) choice of relevant and appropriate content for the individual courses based on his/her specialised knowledge, his/her research activities and conception of the core disciplines, his/her assessment of the students' preconditions and the extent to which this is all coherent with the degree programme's qualification profile; (ii) the lecturer's choice and formulation of clear and realistic learning objectives; (iii) choice of appropriate forms of examination and assessment strategies in support of the established learning objectives; (iv) the organisation and implementation of appropriate forms of instruction and teaching activities adjusted according to the course contents, learning objectives and forms of examination; (v) the choice and implementation of appropriate teaching media, including striking a balance between face-to-face and online teaching activities.

Lecturers and teaching teams at BSS have to make numerous academic and didactic choices on a daily basis, and BSS' practice of the development of teaching and teaching competences works towards ensuring that these choices are made on a highly qualified basis.

Policies at AU and BSS for quality assurance activities in the area of education

Figures 1.1 and 1.2 show the relevant excerpts from *Aarhus University's policy for quality assurance in education* and BSS' general strategy.

Figure 1.1: Excerpt from Aarhus University's policy for quality assurance in education

3.3 Development of education, teaching and learning environment

Aarhus University aims to offer and develop attractive research-based and attractive vocational degree programmes based on solid academic competences, affiliated with an active research environment, so that the students may be educated to the highest level while allowing them to unfold their talents. The university's learning environments must be motivational for the students and supportive of the university's degree programmes, with room for in-depth academic concentration and development. The systematic efforts to constantly develop degree programmes, teaching and learning environments at Aarhus University entails that:

- 3.3.1 Aarhus University's educational profile is developed on the basis of the university's strategic objectives while taking into account society's needs.
- 3.3.2 The study programme directors and the boards of studies, together with the academic environments, develop the academic profile and the educational objectives for the degree programmes in collaboration with the students, graduates, co-examiners, and employers through, among other things, systematic assessment of all or parts of a given degree programme.
- 3.3.3 The research-based degree programmes are organised to the greatest possible extent by active researchers

 based on the most relevant and latest research within the subject area, just as the students receive the opportunity to acquire and practice scientific working methods over the course of the degree programme.
- 3.3.4 The physical surroundings are developed so that they contribute to stimulate learning, and the lecturers make use of both the physical surroundings and the digital learning environments to create attractive study and learning environments for the students.
- Digital learning environments will be developed with a view to supporting learning in its various phases.
- 3.3.6 The selected method of teaching provides an opportunity to develop the knowledge, skills and competences that are included in the educational objectives, and which are tested at the exam. There is a balance between the clearly formulated and communicated educational objectives and the evaluation criteria that are announced in relation to the exam.
- 3.3.7 The method of evaluation used is developed on an ongoing basis and is valid, transparent and relevant, as well as motivational and part of the learning process. The students are assessed based on recognised and accessible national and international criteria, regulations and procedures, which are consistently applied in collaboration with the organisation of coexaminers.
- 3.3.8 The students' assessment of the teaching and course are included in the development of these through systematic evaluation based on learning and evaluation theory.
- 3.3.9 Good teaching and teaching development is recognised, credited, rendered visible and supported by a clear salary and incentive structure for staff with educational responsibilities.
- 3.3.10 Lecturers' didactic academic skills will be shaped, maintained and advanced for student teachers, PhD students, part-time staff, assistant professors, associate professors, and professors alike, and there is focus on teaching-related skills when appointments are made.
- 3.3.11 The part-time teaching staff are assigned to permanent academic staff and environments. The part-time teaching staff must have access to the university's activities and resources for promoting quality in the areas of teaching and education.

Figure 1.2: Excerpt from the Strategy of School of Business and Social Sciences, Aarhus University 2012-2017

D. Significantly increase the focus on didactic development of faculty through courses on supervision, teaching in a multicultural classroom, experimental learning and through comprehensive instruction in the use of modern educational IT AU's policy for quality assurance of education and teaching competences is meant to ensure that all teaching conducted at AU is research-based in the sense that the teaching is organised and conducted by active researchers to the greatest possible extent, and that the teaching is aimed towards facilitating the students' acquisition of subject-related theories, empirical knowledge and scientific working methods. Other central aspects of the policy are: the development of digital learning environments; carefully planned teaching activities that are coherent with the learning objectives and forms of teaching and examination and give way to a high level of motivation among the students; competence development among teaching staff at all career levels; structured initiatives to motivate teachers to teach well and develop their skills as teachers; appropriate assessment of courses, including feedback from the students.

To read the entire AU policy for quality assurance, go to:

http://www.au.dk/fileadmin/www.au.dk/uddannelse/kvalitetsarbejde/Kvalitetspolitik_paa_uddannelsesomraadet_engelsk_oversaettelse.pdf .

To read BSS' overall strategy for research, education etc. 2012-2017, go to: http://bss.au.dk/fileadmin/BSS/Profil/Strategy/BSS Strategy 2012 2017 A5 ENDELIG030413.pdf

Strategic points for the development of teaching and teaching competences

BSS' practice of the development of teaching and teaching competences represents and puts into practice selected parts of AU's policy for quality assurance and BSS' strategy (accounted for above) and is an expression of what the school believes will facilitate the development of teaching activities in a faculty with heavy emphasis on research – a school with approximately 14,000 full-time students, 3,000 part-time students and around 1,200 teaching staff members on various career levels belonging to seven different departments

The strategy is based on the following premises:

- 1. In the area of education it is the university's primary task to deliver research-based teaching.
- 2. To achieve this objective to a satisfactory level, all teaching must be organised by a researcher, the majority of the teaching must be conducted by a researcher and a large part of the teaching must involve research-like activities, gradually increasing over the course of the programme.
- 3. Conducting research-based teaching at the university is a particularly complex task, given that the quality of teaching must be secured through a range of significant choices regarding content, learning objectives, forms of examination and teaching and media that must cohere with the preconditions and qualifications of the students and with various organisational and financial framework conditions.
- 4. The academic staff at the university must possess a double skill set: the required research skills and the necessary pedagogical/didactic competences. Research skills are necessary in order for researchers to deliver teaching at a high/the highest level at a university. But a skilled researcher is not necessarily a good teacher, and therefore teaching staff must possess or acquire this double skill set in order to achieve professionalism in both the area of research and education.
- 5. Due to the complexity of the teaching task, there is no quick and easy way to ensure the quality of teaching. The quality of teaching is first and foremost secured through strong academic and educational professionalism among the teaching staff, which is contingent on a long-term strategy for competence development "the long haul."

- 6. Effective competence development should be aimed at teaching staff on all career levels. Teaching assignments change significantly as academic staff members move upwards on the university career ladder, from student teacher to professor.
- 7. An effective strategy for competence development must incorporate the group of senior employees (associate professors and professors) who are in charge and determine the cultural development at the department in question.
- 8. If the competence and educational development work is to make a difference, it must be organised properly and proceed on a larger scale.
- 9. The development of teaching competences is a strategic initiative that demands very clear support from the management and the establishment of an effective incentive structure.
- 10. Educational development work in a research-heavy academic environment must itself be research-based in order to give the educational developers the skills to conduct teaching and supervision of high standards and with credibility. The research activities work towards ensuring that the courses, consultancy and supervision activities proceed on a strong and transparent knowledge foundation, and with the requisite attention to detail and humility demanded by the complexity of research-based teaching.

In summary: In order to succeed with the development of teaching competences among researchers and teaching staff at a faculty with heavy emphasis on research, the following four factors must correlate: (i) the presence of relevant knowledge about university teaching/pedagogics in the faculty, which requires an active research environment focused on university pedagogics; (ii) effective communication of this knowledge to members of the teaching staff and organising the knowledge exchange between members of the teaching staff, which in turn requires the appointment of 'education developers' and establishment of know-how about educational development work within the faculty; (iii) awareness and dedication from the management to the development of the required skill sets among the faculty's researchers; and (iv) a strong incentive structure for teaching, balanced against the incentive to do research.

These four factors will not come together on their own. It requires a strategy and a plan.

At BSS, the policy for quality assurance of teaching and teaching competences has for several years been systematically consolidated by an extensive course package aimed at university lecturers on all career levels, the effective implementation of digital systems, a well-developed blended learning concept as well as an effective incentive structure underpinned by the personnel policy.

Centre for Teaching and Learning (CUL)

Since 2011, BSS has provided faculty funding to the *Centre for Teaching and Learning (CUL)*. The centre's purpose is to contribute to increasing the quality of the teaching at BSS, promoting the research-based development of learning forms, teaching methods, e-learning, the multicultural and multilingual learning space/the international university, forms of examination, assessment schemes, teaching competences and course organisation, etc. as well as communicating knowledge on learning, educational theory and practice and didactics to staff and students and, to a certain extent, to institutions, organisations and the business community. Click here to view CUL's foundation document: <u>Foundation document CUL</u> (in Danish).

There are currently 21 employees at the centre. Eight employees are employed in research positions, and they work primarily within the field of university pedagogics; eight employees are employed as consultants

and work primarily with Educational IT, including two employees who are in charge of implementing, operating and developing Blackboard; and four employees work with administration, course administration and communication.¹ One employee is in charge of an extensive EU ERASMUS project with 38 collaborators/educational institutions in 27 countries. Click here to learn more about the project. Project IntlUni.

The centre's main activities are course activities, development work and research on higher education teaching and learning, and both the purpose and work of the centre are closely correlated with the school's strategy. To learn more about CUL, go to the centre's homepage: http://cul.au.dk/en/.

University teaching courses

Training courses for lecturers on all career levels

CUL offers in-service training courses on teaching and learning for students (academic skills development courses for first-semester students on nearly all programmes offered at BSS) and for lecturers on all career levels: student teachers (course handbooks and teaching techniques), PhD students (lecturing and class-room teaching), assistant professors (teaching techniques, course administration, conducting exams, assessment and Educational IT), associate professors and professors (supervision, Educational IT, teaching in the multicultural classroom, active learning activities for large classes). Courses on the use of Blackboard are offered to all teachers at BSS on a regular basis. Moreover, in collaboration with the departments, CUL frequently offers department courses and teaching days. Finally, for several years CUL has been involved in the development of a nationwide course for directors of studies, which the majority of BSS' directors of studies have participated in.

These courses have been organised in such a way that there is progression throughout the overall course programme. The content of these courses is coherent with the teaching assignments and responsibilities that the lecturers on the various career levels are most typically faced with. Accordingly, the focus of the courses for the junior members of the teaching staff are focused on how to structure the lessons and develop teaching techniques – and in the courses for the more experienced researchers, there is increasing focus on supervision and course administration, teaching development and management (cf. the above). There is also a clear progression in the course programme in relation to the work methods, as the focus on experience and knowledge sharing increases as the participants gain more experience with teaching. Finally, the course literature is coordinated and in alignment with the course progression, so that the literature on each level builds on what has already been acquired. All courses are offered in Danish and English.

Several of the courses are relatively comprehensive. The general teacher training courses for assistant professors and the courses for associate professors and professors on supervision and Educational IT (Go Online) require 150, 60 and at least 45 hours of work respectively. Most courses require more than 16 hours of work. To see the format and contents of the courses, go to http://cul.au.dk/en/training-courses/.

Effective incentive structure

The faculty management team has decided that the majority of the university teaching courses offered by CUL are mandatory for the employees, and accordingly the faculty management have implemented an effective incentive structure. For instance, to be employed as a student teacher at BSS, the student teacher must complete one of CUL's student teacher courses before the beginning of the course. This is also stated

¹ CUL is the secretariat and coordinating office for the AU Educational Development Network (UPNet), including the teacher training programmes for all assistant professors at AU. See UPNet's website: http://upnet.au.dk/

in the job advertisements and employment contracts. It is also stated in the graduate school's regulations that all PhD students must attend at least one pedagogical training course in order to complete the PhD programme. Assistant professors must complete the pedagogical training course for assistant professors (or one of similar scope and content) to qualify for an associate professorship. Within the first two years of employment, newly employed associate professors and full professors must complete the courses on Educational IT (Go Online) and supervision. This is also stated in the employment contract. Other professors and assistant professors must complete the courses within the foreseeable future. The heads of department has a strong incentive towards making sure that their employees participate in this systematic quality development process, given that the departments receive an annual quota of course places and the dean withholds DKK 50,000 of the department's basic funding per person lacking to fulfil the quota.

The overall incentive structure is available through this link to the appendix <u>BSS Courses</u>, incentive structure and course evaluation.

All courses are evaluated by the participants, and in the most recent feedback from a large majority of the participants it is stated that the courses are highly regarded and are found to be either rewarding or very rewarding.

Large-scale educational competence development

By virtue of the course offerings and the incentive structure, every year CUL's courses are attended by at least 130 student teachers, 35 PhD students, 40 assistant professor and 85 associate professors and full professors on the supervision and Go Online courses. In addition to this, there are several participants on voluntary and commissioned courses.

By virtue of the course offerings and the incentive structure, within only a few years CUL encounters all lecturers at BSS 3 to 4 times. Accordingly, a common professional language is developing among the lecturers at BSS relating to pedagogical choices and shared know-how on teaching.

Given the scope of the initiative – the combination of a large number of students and lecturers, an extensive course programme offered to lecturers on all career levels and an effective incentive structure (as well as the positive evaluations) – it makes sense to refer to it as large-scale educational development work.

Development, analyses and research work

CUL is involved in the continuous work to develop and implement new initiatives. For instance, the centre is involved in the digitisation of teaching at BSS through the implementation of three technical systems that support the achievement of BSS' strategy for blended learning (see below). With these systems the school believes that both lecturers and students will be able to reap the pedagogical potential of digitised learning tools, which should be perceived as pedagogical tools and not just as e.g. administrative tools.

The contact that has been established between CUL and the teaching staff at BSS, for instance through the course activities, has led many to enlist help from CUL in the work to develop teaching activities and programmes. Moreover, CUL councils lecturers, teaching teams, boards of studies and directors of studies on e.g. transitioning to blended learning, reorganising teaching in other ways, specification of learning objectives, changes in forms of examination and evaluation, teaching in the multicultural classroom, and so on.

In collaboration with the departments, CUL also organises department seminars focused on the department's teaching and educational practices. And in response to the remarks made by the Danish Accredita-

tion Institution, CUL performs observation and supervision of 60 employees at a specific department at BSS, focusing on the lecturers' abilities to teach in English.

CUL conducts a range of analyses and surveys, including the *study environment survey* that takes place every three years and is distributed to all 38,000 students at AU. CUL is also in charge of the *psychological workplace assessment* that focuses on all 8,000 employees at AU as well as the *quality of PhD programmes* surveys focused on the 2000 PhD students at AU.

Moreover, CUL has a research programme that covers subjects such as: the students' motivation and approaches to learning, quality in classroom teaching, how the perception of what constitutes good teaching differs among the academic disciplines, feedback, quality in PhD supervision, quality in learning environments, the international university, supermentoring and professionalisation of teaching at the university.

The centre's research is based on a wide range of quantitative and qualitative research approaches, which is also the case at School of Business and Social Sciences in general. And because the centre is focused specifically on teaching approaches in the fields of business and social sciences and is rooted in social scientific methods, it fills a significant niche in the field of educational research in Denmark.

The research projects always incorporate data from BSS, proceed from international research and the results are published in international journals.² The centre's research is closely coordinated with and supplies the knowledge on which the centre's teaching and development tasks are based. CUL's research is also a source of information for the management at BSS in decision-making processes.

For an overview of CUL's activities, follow this link <u>CUL activities poster</u> and visit <u>www.cul.au.dk/en/.</u>

Digitisation and Educational IT

The primary point of BSS' strategy for developing teaching at the school is for the school to reap the educational and financial benefits of the application of Educational IT. BSS' strategy for the years 2013-2015 is focused on the implementation of three basic digital systems: a shared learning management system *Blackboard* (F2013), a shared digital examination system *Wiseflow* (S2014) and a shared digital teaching evaluation system (2015). Another central aspect of BSS' strategy is to make all teachers routinely familiar with and able to use blended learning strategies in their teaching over the course of 6-8 years through the course programme Go Online and other development projects. The four elements of BSS' Educational IT strategy are elaborated below.

Shared Learning Management System (LMS) - Blackboard

In the autumn semester 2013 and spring semester 2014 all students and lecturers at BSS have transitioned to Blackboard, which is a new shared learning management system that incorporates all course programmes at the school. Blackboard has replaced the learning management systems AULA, CampusNet and

² The centre strives to deliver practice-based research at an international level. The centre's research is practice-based in the sense that the research generally involves empirical data from the School of Business and Social Sciences and is always conducted for the ultimate purpose of enhancing the decision-making of teachers and managers at BSS within the area of teaching and learning. The centre's research is international in the sense that the research is based on international research literature and theories on university teaching and subject-specific didactics and similarly contributes to the literature.

older editions of Blackboard. The implementation of Blackboard at BSS was the first step towards the full implementation of Blackboard across all of AU in the years 2013 to 2017.

The implementation at BSS has taken place in adherence with the strategy that was discussed by the Dean's Office in October 2012 (see *Plan for transitioning to a new LMS and implementation of Edu IT at BSS* (in Danish). The first step has been for all students and lecturers to move to the new LMS and become fully familiar with the basic functions through a layout that resembles the old platforms (Blackboard as post office). The second stage, which will take place over the course of several years, will be focused on getting the users to exploit the more advanced functions in Blackboard as part of blended learning (Blackboard as learning space).

The Dean's Office at BSS believes that it is crucial to get the users to fully exploit the potential of Blackboard as a pedagogical tool. Therefore the Dean's Office has provided funding for CUL to take charge of the implementation of Blackboard at BSS. In the spring of 2013, CUL has instituted the following: (i) the system administration of BSS' Blackboard application, which is hosted in Amsterdam by Blackboard; (ii) the system integration between Blackboard and STADS, Syllabus, Wayf and IDM in collaboration with AU IT; (iii) mapping out and adjusting Blackboard to the administrative routines of the administrative units and the departments as well as the departments' teaching practices; (iv) the organisation of online and face-to-face course programmes offered to all lecturers and students at BSS; (v) construction of a support function for lecturers and students. Click here to learn more about Blackboard: http://medarbejdere.au.dk/en/main-academic-areas/business-and-social-sciences/teaching-and-examination/blackboard/.

Shared digital examination system - WiseFlow

The school has three overall goals for investing in a digital examination system: (i) educational benefits: the system enables the incorporation of digital objects (e.g. movie clips, datasets, etc.) in the exam material – lecturers can apply digital objects to the assignments distributed to the students and the students' can utilise them in their exam papers (there is an increasing need for this, given that a lot of the teaching takes place through the LMS and digital objects are applied in teaching to a much greater extent than before); (ii) productivity benefits: the university saves money on paper, postage, employee working hours related to the administration of exams, and lecturers and external co-examiners have more time to correct papers given that it takes less time to ship the exam papers; (iii) fulfilment of the Ministry of Education's demands for universities to digitise examination procedures before the end of 2013.

Accordingly, in February 2014, BSS purchased the system WiseFlow with a view to digitising written examinations (on-site examinations and take-home assignments). The system facilitates the digital management of all procedures in connection with written examinations: the distribution of the assignments, students downloading the assignment, uploading their exam papers, plagiarism control, distribution of the papers to the lecturer and co-examiner, reading the exam papers (on a screen with the option of underlining, making notes, etc.), registering marks and archiving the papers. Go to https://wiseflow.dk/. The system is expected to be fully implemented and in use at all departments at BSS in May 2014.

Shared digital evaluation system

Over the course of 2014-2015, BSS will develop and implement a new shared digital evaluation system for evaluating study programmes. BSS wants an evaluation system that is an efficient pedagogical development

tool, which, in a cost-effective way, procures evaluation data that the students, lecturers, directors of studies and boards of studies will profit from.

Among other things, the system will be able to manage the following processes: gathering evaluation data every semester from students on all study programmes; storing data through an efficient database structure; automatically generating various forms of reports with a clear and appealing graphic layout; distributing the relevant reports to the student teachers, lecturers, course coordinators and directors of studies involved; automatically generating certain key figures across courses, year groups and semesters to be used by course coordinators, directors of studies and the management.

CUL is in charge of developing and implementing WiseFlow, which requires that Blackboard has already been implemented. The implementation of the system at BSS is the first step in the implementation strategy across all of AU.

Blended Learning

The implementation of the three digital systems lays the technical foundation for the long-term development of *blended learning* at BSS.

With Blackboard, all study programmes at BSS now have *two* learning spaces, where the students and lecturers can meet: *the physical* (lecture theatres and classrooms) and *the virtual* (the programme's Blackboard page). Apart from offering easy communication and exchange of course material, Blackboard also has many functions that facilitate online cooperation and learning activities.

Blended learning is first and foremost about exploiting the educational benefits of having two learning spaces at once. Putting Educational IT to use at BSS is about *exploiting the wide range of digital functions to activate the students before, during and after the actual classes.*³

This is a long-term strategy and a gradual process that represents both a bottom-up and top-down approach. The bottom-up approach refers to the Go Online course programme, which has been offered since 2011, and since the beginning of 2014 130 lecturers from BSS have completed the course. Throughout the course, participants are presented with a range of digital tools and options and are asked to consider the possibilities for and the didactic benefits of utilising the digital tools and digitised teaching material in their course programmes. Finally, they apply those digital tools and teaching materials in their teaching in the following semester, during which they are also offered technical assistance and pedagogical guidance. Through this initiative, many lecturers BSS have restructured their teaching to a smaller or greater extent with the application of Educational IT.

The next phase of the implementation strategy is carried out over the course of 2014-2015, adding a top-down perspective involving a wide management group and other key people from the school and the seven departments, who will establish a strategy for upscaling the blended learning approaches. The process will include research literature reviews, workshops, a conference, study visits, developing an action plan and prioritising initiatives and distributing development funding to selected academic environments and developments teams.

³ Watch the video *Quality in research-based teaching supported by Educational IT:* http://www.youtube.com/watch?v=Jb9wpZbJU-M, v/Torben K. Jensen, 45 minutes (in Danish only).

In terms of the strategy, from one perspective much remains the same: BSS' task is still to deliver research-based teaching that is well-organised and motivates the students to be – and rewards them for being – active and adopting deep learning strategies. From another perspective, the initiative presents an entirely new situation, given that we are now in possession of a wider range of tools by virtue of the digitisation of all teaching materials. As mentioned above, the objective is to give lecturers and students the chance to exploit the educational benefits of blended learning. The secondary goals are as follows: to make teaching cheaper; to make teaching more flexible in terms of when and where teaching takes place; to give way to more diverse teaching, learning and feedback activities; focus on cooperation among the students; and developing the students' technical skills within Educational IT, which in the long run will benefit them in their careers and lifelong learning.

In the coming years, educational IT at BSS will be focused on what digitisation can do for teaching on campus, which is precisely why the school has invested significantly in blended learning. Educational IT at BSS is about much more than the digital distribution of teaching materials (Blackboard as post office), video recordings of lectures, distance learning and MOOCs (massive open online courses). But it is nonetheless a fortunate consequence of the investment in blended learning that the organisation acquires the necessary technical and educational skills towards implementing distance learning and MOOCs. One does not exclude the other.

Personnel policy in support of the development of teaching competences

Competence requirements

In line with the strategic points accounted for above, part of the personnel policy at BSS has been made to adhere to the strategy for the development of teaching competences.

See the description of the incentive structure for participation in courses by following these links:

BSS courses, incentive structure and course evaluation and BSS courses, rules and roles.

Teaching portfolios

BSS is also subject to AU's general rules from 2004 stating that all applications for research positions, including documentation of research qualifications, must also include a teaching portfolio as documentation for the applicants' teaching competences.

The teaching portfolio serves as documentation for the following: the teaching assignments that the applicant has performed, how have they been solved, why has the applicant chosen to approach the assignments in that way and what are the results?

To read AU's general rules, go to http://www.au.dk/en/about/uni/policy/portfolio/.

An elaboration of the BSS guidelines (in Danish) is available at http://bss.au.dk/fileadmin/BSS/Aktuelt/Ledigestillinger/vejledning_undervisningsportfolio_okt_2005.pdf

Links

1. AU's policy for quality assurance:

http://www.au.dk/fileadmin/www.au.dk/uddannelse/kvalitetsarbejde/Kvalitetspolitik paa uddan nelsesomraadet engelsk oversaettelse.pdf

2. BSS' overall strategy for research, education etc. 2012-2017:

http://bss.au.dk/fileadmin/BSS/Profil/Strategy/BSS Strategy 2012 2017 A5 ENDELIG030413.pdf

3. Centre for Teaching and Learning (CUL):

http://cul.au.dk/en/

4. Foundation document for the Centre for Teaching and Learning (CUL), BSS, AU (in Danish): http://cul.au.dk/fileadmin/CUL/Dokumenter/Om CUL/Grundlagsdokument CUL.pdf

5. Project IntlUni:

http://cul.au.dk/forskning/forskningsprojekter/intluni-the-international-university/

6. CUL's course offerings

http://cul.au.dk/en/training-courses/

7. BSS's incentive structure for participation in university educational courses:

http://cul.au.dk/fileadmin/CUL/Dokumenter/Kurser/BSS Courses incentive structure and cours e evaluation.pdf

8. Overview of CUL's activities:

http://cul.au.dk/fileadmin/CUL/Dokumenter/Om CUL/CUL activities poster.pdf

9. Educational competence development BSS - courses, rules, roles (in Danish):

http://cul.au.dk/fileadmin/CUL/Dokumenter/Kurser/BSS Kurser regler roller. Paedagogisk kompetenceudvikling BSS AU.pdf

10. BSS' strategy for the implementation of Blackboard at BSS (in Danish):

http://cul.au.dk/fileadmin/CUL/Dokumenter/Udvikling/Notat_Overgang_til_nyt_LMS_og_impleme_ntering_af_EdulT_paa_BSS.pdf

11. Blackboard at BSS:

http://medarbejdere.au.dk/en/main-academic-areas/business-and-social-sciences/teaching-and-examination/blackboard/

12. Description of the digital exam system Wiseflow (in Danish):

https://wiseflow.dk/

13. The video *Quality in research-based teaching supported by Educational IT* (in Danish): http://www.youtube.com/watch?v=Jb9wpZbJU-M v/Torben K. Jensen, 45 minutes.

14. AU's general rules for teaching portfolios:

http://www.au.dk/en/about/uni/policy/portfolio/

15. BSSs detailed guidelines for teaching portfolios (in Danish):

http://bss.au.dk/fileadmin/BSS/Aktuelt/Ledigestillinger/vejledning_undervisningsportfolio_okt_20_05.pdf