

Overview of Pedagogical-didactical competency development at AAU Business School

Principles of teaching allocation

At AAUBS teaching allocation is planned 2 years ahead in collaboration between the study management and staff managers.

During the annual performance and development review, teaching enhancement initiatives are discussed and participation in potential courses or activities are planned. As a part of the teaching allocation process, the teaching portfolio of each individual employee is assessed to ensure a balance of teaching activities both in terms of supervision and course teaching and reduce the risk of uneven work loads. The ambition with this process is to increase consecutive periods of research time for the individual faculty. In cases where faculty wish to explore new pedagogical techniques or digital tools for teaching, it is possible to apply for a reduction in teaching obligations or providing them with economic incentives for their research.

Teaching evaluations

Teaching evaluations are based on the quality assurance framework at AAU.

All faculty receive feedback on the modules and activities in which they have been involved, and in cases where these evaluations indicate issues related to teaching quality, the results are discussed with the module coordination in question. Based on this, initiatives are initiated to ensure future quality assurance. This includes pedagogical competency development, presentation techniques, assessment of teaching load etc. If the challenges are not reduced, staff management will be involved if appropriate, discusses the matter during annual performance and development reviews.

Faculty in part-time positions such as assistant lecturer or adjunct faculty refer to the head of education who is responsible for evaluating negative performance reviews and discussing these with the faculty in question.

Introduction to PBL for internal and external lecturers

All permanent members of academic staff are required to be familiar with PBL and it is thus a prerequisite for them to complete the 2-day PBL course within their first months of employment. The

course objective is to provide the participants with the insight and the skills necessary to conduct effective PBL project facilitation.

A process for ensuring that all adjunct faculty have attended the PBL introduction will be established in 2022.

Furthermore, it is mandatory that faculty in part-time positions attend the course 'PBL introduction for external lecturers' that is aimed at analysing and discussing modern ways of teaching and learning. In addition, all external lecturers are invited to attend development activities and competency development courses offered by AAUBS.

[Pedagogical competency development course](#)

All assistant professors are enrolled in the pedagogical competency development course. Upon course commencement, each participant is assigned two supervisors: a pedagogical supervisor from AAU Learning Lab as well as an expert supervisor from AAUBS faculty at the level of associate professor or above. Furthermore, the assistant professors are divided into an AAUBS study group with the aim of creating a forum for discussing issues and reflections related to university pedagogy and their own teaching practice. The assistant professors are encouraged to observe and provide feedback on each other's teaching.

AAUBS encourages all academic staff from the level of associate professors and above recruited from other international universities to complete the pedagogical development course even though they may have had similar training at earlier stages in their academic career. Faculty are remunerated for their time.

[AAU Business School courses and events](#)

AAUBS holds an annual business school seminar day event, which focuses on highlighting its key strategic initiatives related to both research and education, which involves the participation of both academic and administrative staff. AAUBS additionally offers a range of various ad hoc competence development activities. In 2021 the activities included (these courses will also be offered in 2022):

- Introduction to the digital tools at AAUBS
- Blended learning workshop (online & physical)
- Small group supervision at AAUBS

- Fall 2022: Introduction to FactSet by programme coordinator
- Introduction to Python at AAUBS with CALDISS

AAUBS continuously initiates new initiatives to support the teaching challenges that may be experienced by each member of faculty. Digital and hybrid teaching represent a recent case of these challenges, where initiatives were arranged to ensure implementation of digitalization in accordance to the specific disciplines.

All faculty members are invited to attend courses in digital teaching and blended learning to gain hands on experience in managing, planning and executing various teaching activities.

Incentives for improving teaching effectiveness

Extrinsic

rewards

In accordance with the salary and employment terms of academic staff the centrally specified salary may be supplemented with “qualification supplements” and “supplements for responsibilities” as well as “one-off bonuses” for extraordinary efforts contributing to achieving the school strategy.

Intrinsic rewards

Once a year, each study board elects their candidate for the AAU Teaching of the Year award upon nominations from the students. Upon recommendation from the deputy chairs of the study boards, the Deans of the five faculties elect one faculty candidate for the Teacher of Year award.

Recognising and enhancing the importance of high-quality teaching, each semester the heads of study management (full-time) elect the semester module with the best student evaluations and all module teachers receive a “Module of the Semester-diploma”. The diploma (teaching distinction) highlights all the students’ positive comments and the teachers are celebrated at business school staff meetings and promoted on [the AAUBS web site](#). This distinction emphasizes the collective effort of creating extraordinary teaching.