



Overview of Pedagogical-didactical competency development at AAU Business School (full-time studies)

As a central part of the quality of teaching at the Aalborg University Business School (AAUBS), a strategic focus is placed on the development of teaching staff competencies. This document contains a plan for pedagogical competence development at AAUBS.

The purpose of the plan

The purpose of the plan is to describe how the department continuously ensures the development of pedagogical and didactic competences and is an implementation of the [Principles for pedagogical-didactic competence development](#) (cf. AAU's Quality Area 5. Research-based and pedagogical competences).

Responsibility

The continuous development of the staff's pedagogical and didactic competencies is carried out in collaboration between the study management, staff managers and lecturers. The process follows the abovementioned Principles for pedagogical-didactic competence development.

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 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.

Teaching evaluations

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

All faculty receive the feedback on the modules and activities in which they have been involved. In cases where these evaluations indicate issues related to teaching quality, the study management follows up with the individual lecturer. Based on this, initiatives are initiated to ensure future quality assurance. This can include pedagogical competency development, presentation techniques, assessment of teaching load etc. Staff management is involved in assessment of teaching load and need for competence development as a part of the annual performance and development reviews for all faculty.

General issues for modules as a whole are addressed in meetings between study management and module coordinator or programme coordinator.

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

Furthermore, it is mandatory that faculty in part-time positions attend the course 'PBL introduction for external lecturers' that is aimed at analyzing 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 organized in 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. When finalizing the pedagogical competency development course, all assistant professors are invited to a meeting with the study management to discuss ideas and techniques for teaching development.

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. The activities can for instance include:

- Introduction to the digital tools at AAUBS
- Blended learning workshop (online & physical)
- Small group supervision at AAUBS
- Introduction to software in teaching (FactSet, Python, Nvivo, EduFlow) held in collaboration with CALDISS and CDUL

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 with 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 business 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.

Recognizing and enhancing the importance of high-quality teaching, each semester the study management elects the semester module with the best student evaluations and all module lecturers receive a “Module of the Semester-diploma”. This distinction emphasizes the collective effort of creating extraordinary teaching and is celebrated at the business school staff meetings and promoted on [the AAUBS web site](#).