

Plan for pædagogisk-didaktisk kompetenceudvikling på Institut for Datalogi

Nærværende plan er en udmøntning af "[Principper for pædagogisk-didaktisk kompetenceudvikling](#)"; jf. [AAU Kvalitetssystem](#). Ifølge disse principper skal pædagogisk-didaktisk kompetenceudvikling adresseres på institutniveau i form af retning, rammer og indsatser og på individniveau for den enkelte underviser¹ i form af deltagelse i relevante pædagogisk-didaktiske udviklingsaktiviteter for at sikre og styrke kvaliteten af studieaktiviteterne og de studerendes samlede læringsudbytte.

Principperne tilsiger i øvrigt, at

- kompetenceudviklingen sker i overensstemmelse med PBL og problemorienteret projektarbejde
- alle undervisere skal have gennemført introduktionsforløb til PBL
- underviserne regelmæssigt deltager i pædagogisk kompetenceudvikling (standard 5.3.1 i "[Ramme for forskningsbaseret og pædagogiske kompetencer](#)")
- underviserens pædagogisk-didaktiske kompetencer meriteres og anerkendes.

Institutniveau

På institutniveau udmøntes principperne på følgende måde:

1. En [PBL-udviklingsgruppe](#) bestående af erfarne VIP har til opgave at udvikle og forfine instituttets praksis for anvendelse af problembaseret læring, herunder sikre at nye undervisere oplæres i PBL-kulturen som aktive deltagere og sikre at alle projektvejledere reflekterer over deres vejledning.
2. Alle instituttets VIP skal gennemføre et adjunktpædagogikum i form af et adjunktforløb, hvor deltageren får tildelt en erfaren underviser som vejleder. I forbindelse med adjunktpædagogikum skal deltageren opnå et tilfredsstillende sprogligt niveau for det/de sprog, vedkommende skal undervise på.
3. Instituttet vægter pædagogisk-didaktiske kompetencer højt i forbindelse med ansættelse af VIP-medarbejdere, herunder i forbindelse med promovning i stillingskategorier.
4. Instituttet vægter pædagogisk-didaktiske kompetencer højt i forbindelse med forhandlinger om løntillæg.
5. Nye undervisere får først eneansvar for kursusundervisning og vejledning af projektgrupper, når de har gennemført et introduktionsforløb, som er afstemt efter den enkelte underviseres erfaring og kompetencer, jf. rammer udstykket af PBL-udviklingsgruppen.
6. Studielederen og studienævnetsformanden følger efter hvert semester systematisk op på de studerendes og semesterkoordinatorernes evaluering af semestrets studieaktiviteter med fokus på det pædagogisk-didaktiske område. Studielederen og studienævnetsformanden orienterer og samarbejder med institutlederen og underviserne med henblik på vurdering af behov for kompetenceudvikling samt konkret iværksættelse af tiltag, aktiviteter og indsatser på såvel individniveau som institutniveau.

¹ Jf. "[Principper for pædagogisk-didaktisk kompetenceudvikling](#)" dækker 'underviser' både VIP og DVIP.

Individniveau

På individniveau udmøntes principperne på følgende måde:

1. For alle VIP-undervisere gennemføres en årlig MUS-samtale, hvor der for den enkelte underviser følges op på pædagogisk-didaktisk kompetenceudvikling med udgangspunkt i underviserens undervisningsportfolio og med hensyntagen til kravet om regelmæssig deltagelse i pædagogisk kompetenceudvikling (jf. standard 5.3.1 i "[Ramme for forskningsbaseret og pædagogiske kompetencer](#)").
2. Den enkelte VIP-underviser vedligeholder egen undervisningsportfolio, som opdateres efter behov – typisk forud for MUS-samtale.
3. Alle DVIP-undervisere skal gennemføre et PBL-introforløb tilrettelagt af [PBL-udviklingsgruppen](#).

Undervisningsportfolien kan fx udfyldes og vedligeholdes i VBN/Pure² og bør foruden en oversigt over gennemførte undervisningsaktiviteter indeholde en beskrivelse af underviserens didaktiske greb og undervisningsfilosofi, herunder en refleksion over anvendelsen af PBL-principperne i undervisningen.

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*Peter Axel Nielsen
Institutleder*

² Se <https://vbn.aau.dk/admin> eller direkte link <https://www.en.team.vbn.aau.dk/research-communication/researcher-profiling/teaching-portfolio/>

Plan for pedagogical-didactic competence development at the Department of Computer Science

This plan is an implementation of the university's principles of pedagogical-didactic competence development; see "[Principper for pædagogisk-didaktisk kompetenceudvikling](#)" of the [AAU Quality System](#). According to these principles, pedagogical-didactic competence development must be addressed at departmental level in terms of direction, framework and efforts, and at the level of the individual teacher in the form of participation in relevant pedagogical-didactic development activities in order to ensure and strengthen the quality of the study activities and the students' overall learning outcomes.¹

The principles also require that:

- competence development is in line with PBL and problem-oriented project work
- all teachers must have completed an introduction course to PBL
- teachers regularly participate in pedagogical competence development (standard 5.3.1 of the university's framework for research-based teaching and pedagogical competences; see "[Ramme for forskningsbaseret og pædagogiske kompetencer](#)")
- teachers' pedagogical-didactic competences are credited and recognised.

Department level

At departmental level, the principles are implemented as follows:

1. A [PBL development group](#) consisting of experienced VIP is tasked with developing and refining the department's practice for applying problem-based learning, including ensuring that new teachers are trained in the PBL culture as active participants and ensuring that all project supervisors reflect on their project supervision.
2. All of the department's scientific staff members (VIP) must complete an assistant professor's pedagogy course in which the participant is assigned an experienced teacher as a mentor. During the course, the participant must achieve a satisfactory level in the language(s) in which he or she is supposed to teach.
3. The department emphasizes pedagogical-didactic competences in connection with the recruitment of scientific staff members, including promotion in job categories.
4. The department emphasizes pedagogical-didactic competences in connection with negotiations on wage supplements.
5. New teachers will only have sole responsibility for course teaching and project supervision once they have completed an introductory course that is aligned with the individual teacher's experience and competences, cf. the framework set out by the PBL development group.
6. After each semester, the Head of Studies and the Chairman of the Study Board systematically follow up on the students' and semester coordinators' evaluation of the semester's study activities with a focus on the pedagogical-didactic area. The Head of Studies and the Chairman of the Study Board inform and cooperate with the Head of

¹ According to the principles, 'teacher' covers both VIP (full-time academic staff members) and DVIP (part-time academic staff members; e.g., external academic lecturers).

Department and the teachers in order to assess the need for competence development as well as concrete implementation of actions, activities and efforts at both individual and departmental level.

Individual level

At the individual level, the principles are implemented as follows:

1. For each VIP teacher, an annual staff development interview (a.k.a. MUS) is conducted, in which there is a followup on the teacher's pedagogical-didactic competence development based on the teacher's teaching portfolio and taking into account the requirement for regular participation in pedagogical competence development (cf. standard 5.3.1 of the university's framework for research-based teaching and pedagogical competences; see "[Ramme for forskningsbasering og pædagogiske kompetencer](#)").
2. Each VIP teacher maintains his or her own teaching portfolio, which is updated as needed – typically prior to MUS interview.
3. All DVIP teachers must complete a PBL intro course organised by the [PBL Development Group](#).

The teaching portfolio can, for example, be completed and maintained in VBN/Pure² and, in addition to an overview of completed teaching activities, should include a description of the teacher's didactical approach and teaching philosophy, including a reflection on the application of the PBL principles in his or her teaching.

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*Peter Axel Nielsen
Head of Department*

² See <https://vbn.aau.dk/admin> or direct link <https://www.en.team.vbn.aau.dk/research-communication/researcher-profiling/teaching-portfolio/>