

Bilag 9

Roadmap for Result Goal 18: Teaching and Learning in Higher Education (TLHE)

Background:

Result goal R18 is about all ITU assistant professors (adjunkter) having received formal teaching training while being employed at ITU, whereas all Ph.D. students receive formal teaching training while teaching/supervising for the first time at ITU at the latest.

R18 aims at improving the quality of ITU's teaching portfolio, and is part of the general theme of continuously developing the competencies of ITU staff.

ITU is interested in improving its teaching quality, and offer quality assistance to teachers at ITU. Thus, we are not interested in a quick fix settling R18, but in solid quality.

Status:

In Autumn 2005, ITU offered three courses related to pedagogical training of teaching staff:

- a 10 ECTS course for assistant professors (9 days of teaching, including mentoring, assessed by a reflective summary);
- a 3.75 ECTS course for Ph.D. students (3 days of teaching, assessed by reflective summary);
- a course for in-house mentors.

The training of future mentors had to be cancelled due to other obligations of senior teaching staff; the course for Ph.D. students wasn't well-received either, because Ph.D. students and their supervisors gave higher priority to research.

There are ongoing debates about the size (workload) of such courses and the level of ambition.

TLHE at other Danish universities:

It has been decided to buy as much of TLHE as possible. We have been, or have plans to be, in contact with the following institutions:

- Aarhus University (AU) has a range of courses within TLHE characterized by an interdisciplinary approach and cooperation across different faculties, which makes collaboration with AU particularly interesting for ITU. Because of recent mergers, AU might not be able to help ITU in the near future. Also, AU doesn't provide TLHE courses in English. (CB and BN have visited AU on January 25th.)

- Copenhagen Business School (CBS) offers TLHE courses and mentoring run by Bjarne Herskin, a well-known Danish author and consultant. (CB is about to contact Bjarne Herskin.)
- The Department for Science Education (IND) at Copenhagen University (KU) (Institut for Naturfagenes Didaktik, previously Center for Naturfagenes Didaktik) is responsible for the TLHE course at the Natural Science Faculty at KU, which consists of an 11 day course (workload about 120 hours) and a mentoring programme (workload about 130 hours). IND covers ITU's teaching areas partly only, and is building-up some expertise in training of Ph.D. students only now. (IND provided contact to our previous external lecturer, Per Geckler, who has retired.)

Challenges for ITU:

It is relatively easy to organize courses targeted at either Ph.D. or Assistant Professor, although it is not obvious whether we can get such a course in English. The real challenges are three-fold:

- Creating acceptance among teaching staff that such courses are highly relevant, and not just another burden and additional work.
- Getting courses running that match the broad spectrum of ITU's teaching approaches.
- Organizing the mentoring¹ part of the teacher's training.

Procedure:

In the first instance we will focus on the Assistant Professor part of the teacher's training.

- In April we get to know whether AU is willing to offer a course for ITU, which will then take place in August 2007. Most likely, this course will be offered in Danish only.
- We will meet Bjarne Herskin to find how, how much of a mentoring could be done by him.

We might organize an ad-hoc two-day course for Ph.D. students in August. In the light of ITU's new ECTS model and realistic ambitions it is most likely that we will organize one such event every year, and that the level of ambition is that every Ph.D. student receives formal training during his/her first year at ITU.

Responsibilities:

- The Head of Studies is responsible for designing and developing the teaching training of staff at ITU corresponding to a workload of 7.5 - 10 ECTS (equivalently, about 200 hours in total) for assistant professors, and about 2 ECTS (equivalently, about 40 hours) for Ph.D. students, which includes mentoring).
- The Head of Department and the heads of the research groups ensure that new staff members get enrolled in the above mentioned activities.

¹ The role of the mentor consists, among others, in briefing and debriefing of the teaching staff, creating a forum for younger teaching staff where challenges can be discussed, being present at teaching and supervision sessions, and writing a final summary of the teaching achievements of the young teacher, covering, for example, actual teaching and supervision performed, evaluation of preparations, of the actual teaching and supervision, of course and project evaluations, and a conclusive evaluation of the overall qualification of the Assistant Professor as a university teacher.

/Carsten Butz, March 9th, 2007.