



UNIVERSITY TEACHING DAY

Campus Aalborg

PBL at AAU – Current Practices, future directions

Date and time: 4. May 2017 from 8.15-14.45

Venue: Kroghstræde 3, room 1.104 (auditorium)

Sign up [here](#)

Dear all,

This year's teaching day focuses on PBL as the primary pedagogical building block at Aalborg University. As stated in our strategy, it is essential that PBL remains firmly embedded in AAU's study programmes. This means PBL is made visible through specific teaching approaches as well as students' learning practices and administrative structures and support. However, at the same time the world we live in is one of change, and it is therefore crucial that we always maintain a reflective stance on PBL and our own practices. This includes that we need to consider how to work with the diversity of our students, as well as staff, that we review the impact of the physical environment on teaching and learning, as well as the uses of new technologies and how this impacts on PBL practices. We invite all staff at AAU to join us on the 3rd and 4th May to discuss teaching challenges and innovations through PBL at Aalborg University. Speakers include well renowned PBL specialist Professor Maggi Savin Baden from the University of Worcester, as well as experts from within our own organisation.

Materials from the day's presentations will be available on learninglab.aau.dk.

AAU Learning Lab

www.learninglab.aau.dk

DETAILED PLAN OF THE DAY

8:15 Registration, coffee and tea

8:45 Welcome by Pro-rector Inger Askehave

Room 1.104 (*Video-transmission between Esbjerg and Aalborg*)

9:00 Using Problem-Based Learning: New Constellations for the 21st Century by Professor of Education Maggi Savin-Baden.

Room 1.104 (*Video-transmission between Esbjerg and Aalborg*)

10:00 Break

10:15 Future research in PBL at AAU by Rasmus Antoft, Kirsten Jæger, Søren Hansen and Anette Kolmos

The Dean of the Faculty of Social Sciences, Rasmus Antoft, presents an overview of the 18 PBL development projects that AAU will fund this year. After a brief description of the projects and the strategic intentions in the selection process a few exemplary projects are described more fully. Finally, the researchers involved in the cross disciplinary PBL research project at AAU outline the goals and intentions of the project.

Room 1.104 (*Video-transmission between Esbjerg and Aalborg*)

11:00 Break

11:15 Parallel workshops

Workshop 1	Workshop 2	Workshop 3	Workshop 4
Room 4.110	Room 4.112	Room 4.128	Room 3.133 (XLab)
Developing Student Competencies with PBL <i>By The PBL Academy</i>	Improving study environment <i>By Christian Tollestrup</i>	PBL as a unifying pedagogical model <i>By Mia Arp Fallov, Ole Ravn, Rune Hagel Skaarup Jensen and Julie Borup Jensen</i>	XLab for researching and innovating your own teaching <i>By Kathrin Otrell-Cass, Eva Brooks and Elsebeth Korsgaard Sorensen</i>

12:15 Lunch

12:45 Ceremony of the 2015-2016 **Assistant professors** finishing their Adjunktpædagogikum - followed by a brief presentation of selected examples of Adjunktpædagogikum teaching innovations.

Room 1.104

13:15 Workshops arranged by different faculties

Workshop 5 – arranged by Tech/Eng	Workshop 6 – arranged by Medicine	Workshop 7 – arranged by Humanities/Social Science
Room 4.110	Room 4.112	Room 4.128
Multiple choice examination By Kjeld Nielsen and Kathrin Otrell-Cass	Development of group based examination at the study programmes of Medicine By Pia Elberg, Louise Pape-Haugaard and Jeppe Emmersen	Using educational videos in the grammar lessons By Susanne Annikki Kristensen and Connecting PBL and Engaged Scholarship By Bo Allesøe Christensen

14:45 End

Keynote



Maggi Savin-Baden

Professor of Education

Institute of Education

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As someone who has always been interested in innovation and change my interest in learning this has been the focus of my research for many years. My previous research is focused on the impact of virtual worlds on learning and teaching, through a large Leverhulme-funded project. Further, over the last three years I have been developing the method of Qualitative Research Synthesis. I have researched and evaluated staff and student experience of learning for over 20 years and gained funding (Leverhulme Trust, JISC,) to research the effectiveness of learning in new electronic and immersive spaces. I am an experienced evaluator not only of curricula but also of research and research methodologies and an expert in the development of innovative and creative scenarios designed for learning. My research over the last 5 years has focused on exploring learning in a digital age and examining the impact of diverse forms of digital technology on learning. Such research has been focused on examining new pedagogical stances and perspectives, and the research has been located in and through a variety of qualitative approaches. My research has also sought to examine the value and use of qualitative approaches across higher education whilst also seeking to find ways of collating and analysing qualitative study that can enable change to policy and practice. I have published over 50 research publications and 13 books, and am currently writing 2 more. My most recent book, *Rethinking Learning in an Age of Digital Fluency*, was published in March 2015. In my spare time I run, rock climb, ski and attempt to be a triathlete.

About the key note lecture:

Today, what passes for PBL practice often seems more like guidelines than any kind of reasoned pedagogy. Whilst at one level the range of PBL variations shows the value and flexibility of PBL as an accommodating, adaptable, and culturally relevant approach to learning, there is relatively little understanding of the impact of these different constellations on student engagement and learning. Nevertheless, these diverse constellations of PBL need to be delineated and understood. In this lecture I will argue for the importance of recognising and engaging with 4 distinct transdisciplinary threshold concepts that have an impact on student engagement with PBL, namely liminality, scaffolding, pedagogical content knowledge and pedagogical stance. The risk of not engaging, with diverse constellations, of over scaffolding PBL and not living with the liminal will result in a poverty of PBL experiences, performative pedagogies and curricula in search of criticality.

About the workshops

Workshop 1 -Developing Student Competencies with PBL by The PBL Academy

Increasing focus is placed on students' development of competencies relating to collaboration, learning, communication and management of knowledge.

These competencies are closely tied to PBL – working with problems and in groups. However, how do we ensure the continuous development of these competencies through an entire education? What could this kind of progression look like and how do we make this progression visible in our educations? The workshop draws on experiences across faculties and invites participants to discuss and reflect on how teaching, supervision and organisation in educations support students' continuous development of academic competencies.

Workshop 2 - Improving study environment by Christian Tollestrup

Communication style between students, mental models and the mind-set towards learning are all factors that have a huge influence on the study environment and the learning potential. Based on experience with students struggling with motivation, stress and leaving the program Industrial Design Engineering I have addressed these issues with the students from all semesters. I have 'discovered' several tendencies towards learning that are counterproductive to learning promoted in Problem based learning programs. After my presentation of the intervention and my observations I invite the participant for a discussion on how we help the students to create a productive and pleasant learning environment.

Workshop 3 - PBL as a unifying pedagogical model by Mia Arp Fallov, Ole Ravn, Rune Hageł Skaarup Jensen and Julie Borup Jensen

The workshop will present recent research on PBL as a unifying pedagogical model in university graduate study programmes characterised by students with diverse bachelor backgrounds and diverse preconditions for academic work. The study compares two graduate programmes at AAU, and is based on desk-research on data-bases concerning student bachelor-backgrounds, a survey concerning student knowledge on PBL in advance of beginning their studies, two focus group interviews with students from both programmes, and research interviews with teaching planners at both programmes. The research shows that there are both learning potentials and challenges involved in the work with PBL in diverse classes. Based on these findings, the workshop presents a pedagogical model for working with these potentials and challenges in a PBL-framework.

Workshop 4 - XLab for researching and innovating your own teaching by Kathrin Otrell-Cass, Eva Brooks and Elsebeth Korsgaard Sorensen

This workshop introduces participants to the teaching laboratory facility and resources available to all AAU staff in the XLab. The workshop is an introduction to how teachers can combine PBL practice with new technology for teaching. We will demonstrate a wide range of technological tools to support active learning strategies. During the workshop we will discuss how new technologies can improve PBL thereby enhancing students learning.

Workshop 5 – Multiple choice examination by Kjeld Nielsen and Kathrin Otrel-Cass

Correcting examination papers is time consuming. The digital platform gives the possibility to minimize – maybe even eliminate – manual correction of examination papers. The free time can then be used for more research and teaching.

Multiple choice examination is used to a greater extent and the development points in the direction that the method can also be used at higher levels of competence, e.g. learning objectives that measure the student's knowledge and proficiency competences, i.e. understanding, application and analysis. However, the preparation of good multiple choice questions requires experience, and the change from traditional written examination to digital multiple choice can therefore seem difficult. During this workshop we will give you examples of building up multiple choice examinations in Moodle and the considerations that have to be made regarding the preparation of questions, randomization, awarding points, the time aspect and grading. Development of questions and answers will be part of the session. Questions development with focus on do's and don'ts in multiple choice questions as well as questions (and answers) assisting teachers in assessment and evaluation of knowledge, skills and competences, by using multiple choice test as examination of courses.

The main objective of the session is to aid the individual teacher in his/her own work preparing multiple choice examination, so please bring your laptop and examples of examination.

Workshop 6 - Development of group based examination at the study programmes of Medicine by Pia Elberg, Louise Pape-Haugaard and Jeppe Emmersen

The purpose of this workshop is to present different methods and tools to systematically conduct group based examination in the study programmes of Medicine and exchange experiences with other supervisors/examiners.

Group based examination is an essential part of Aalborg University's PBL model, which was reintroduced in 2011 after some years with individual examination. The examination type is primarily used in connection with project examinations, but can also be used in other connections, e.g. case-examinations.

To conduct individual assessment on the basis of group examination is a difficult task which requires a good overview and methodology. Furthermore, you often have to cooperate with an external examiner, who does not necessarily know or approve of the examination type.

This workshop aims at making the participants better and more confident examiners taking departure in the following subjects:

- Responsibility as examiner
- Frames for the examination
- Systematics in the examination
 - Alignment with the curriculum
 - Taking notes
 - Assessment
- Feedback and reflection: The learning outcome of group based examination
 - During the examination
 - After the examination

The programme will finish with a general discussion on the teaching culture in the Medicine study programmes. How can we secure the foundation for being able to deliver teaching at the highest level, pedagogically and academically?

You will get the maximum benefit from this workshop, if you update yourselves with the existing material:

Guidelines on project examination at Medicine:

<http://www.sundhedsvidenskab.aau.dk/for-ansatte/uddannelsesregler-og-ressourcer/projekteksamen/>

Comparison of grades at group based project exam and individual exam at national level:

<http://vbn.aau.dk/files/18160800/Karakterspredning050509TBK.pdf>

Report on group based project exam at AAU:

www.ucpbl.net/digitalAssets/79/79688_7357_projektgruppeeksamen_delrapport_5_ins.pdf

Workshop 7 - 1

Using educational videos in the grammar lessons by Susanne Annikki Kristensen

In 2015 I made an experiment with producing and using educational videos in the grammar lessons in the Danish study programme. The background was that we at the Faculty of Humanities had often seen reductions in the number of lessons in the courses, which required a lot from the teachers to find new ways to teach the same curriculum as before the reductions. When you, at the same time, looked at the students' evaluations of their own working efforts, there was a tendency that the students did not work full time with their studies. Fewer lessons and some students', at times, poor preparation was (and is) a bad combination for the students' learning progression. Since we could not at first change the economic situation, the answer was to engage the students more in homework and self-instruction, and this is where the flipped classroom and the educational videos were introduced. I was (and still am) a practitioner and in the experiment I made all the mistakes of a practitioner, however, I did obtain valuable insight in "do's and don't's" within video production.

This workshop is intended to be a place for exchange of knowledge and experience, where I will share my (good and bad) practical experience with video production, just like the participants are urged to share their knowledge and experiences.

Workshop 7 – 2

Connecting PBL and Engaged Scholarship by Bo Allesøe Christensen

A survey amongst BA students indicated that students would like to have a better understanding of how to relate the academic work with the work related to their case partners. In this workshop, I will present the frame of Engaged Scholarship (ES), in Andrew van de Ven's version, as a way of dealing with external project partners. ES uses a matrix of four different positions researchers can occupy while doing research in collaboration with external (i.e. not university related) stakeholders. This can help facilitate the students' self-understanding of their specific role as student/researcher, when engaging in project activities with case partners. Besides presenting these different positions, the workshop will involve the participants and draw on their experiences in developing additional aspects of the positions for future guidance of students active in external collaborative partnerships.