

# **PBL DEVELOPMENT AND RESEARCH PROJECTS 2017/2018**

**MALENE GRAM**

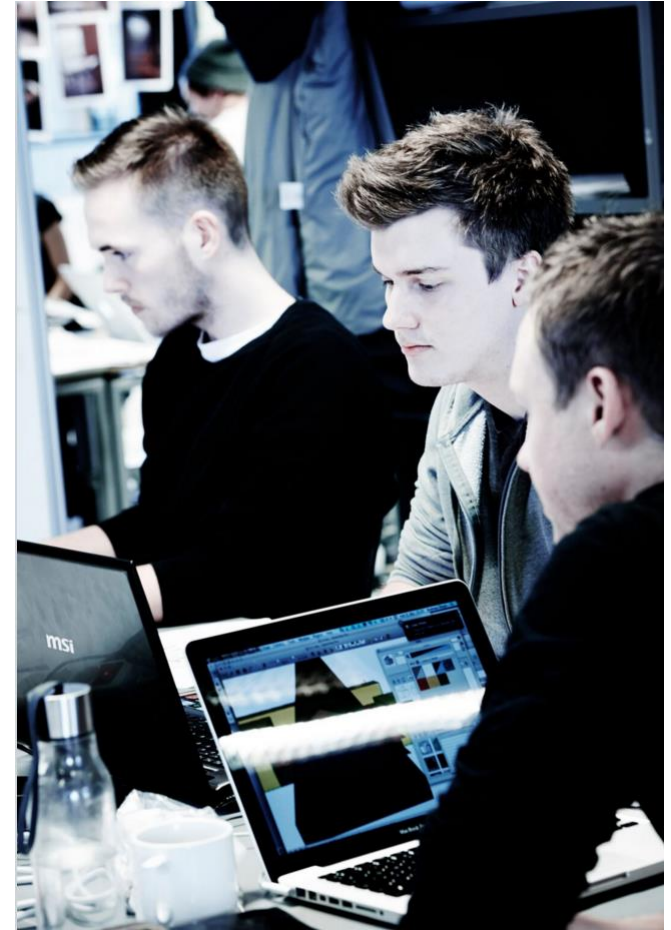


**AALBORG UNIVERSITET**

# VISION FOR PROBLEM BASED LEARNING

AAU Strategy 2016-2021:

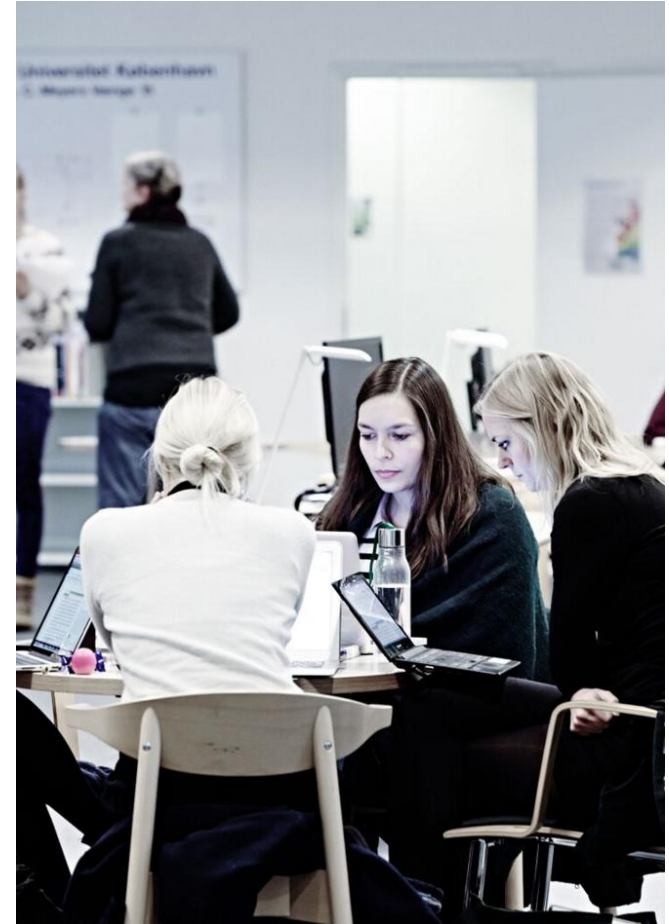
- AAU is internationally recognised for our problem and project based learning and the documented results of this learning method.
- All our students and staff act out our basic principles of problem and project learning, which is a general feature in all programmes at the university.
- IT is an integral part of problem and project based learning.



# ACTIONS

## PROBLEM BASED LEARNING

- Identify existing research results of our PBL practice
- A number of research and educational development projects will be launched
- AAU's PBL principles are being continuously reassessed
- AAU's PBL principles are clearly integrated in learning objectives
- IT will be integrated directly in the model



# PBL development and research projects

- The Strategic Educational Council received 34 applications
  - 23 projects chosen
- A priority that the projects were broadly anchored in teaching environments across AAU faculties



# Two PBL development projects and a PBL research project

- Internationalization, PBL and multi-cultural group work  
*by Kirsten Jæger*
- Creating a focused and engaging study culture  
*by Søren Hansen*
- A PBL research project  
*by Anette Kolmos*



# **INTERNATIONALIZATION, PBL AND MULTICULTURAL GROUP WORK**

**DEPARTMENT OF CULTURE AND GLOBAL STUDIES AND  
DEPARTMENT OF LEARNING AND PHILOSOPHY**



# The G G C program -> recognition of intercultural learning

ALBORG UNIVERSITY  
GLOBAL GRADUATE

DEPARTMENT OF CULTURE AND GLOBAL STUDIES / EDUCATION / GLOBAL GRADUATE /  
**DOCUMENTATION**

**ARE YOU A GLOBAL GRADUATE?**

Employers increasingly request from their recruits the capacity to understand and function in a multicultural, international organisation. Commonly such abilities are referred to as intercultural competence, but do you actually know what this means? At AAU we have researchers specialising in intercultural and international relations. We therefore believe it is our responsibility to offer you the opportunity to develop your international and intercultural skills. Many of you are already involved in activities relevant to intercultural and international learning. The Global Graduate programme recognises such engagement, enabling you to obtain a certificate that you can use upon graduation when applying for jobs.

**HOW DOES THE GLOBAL GRADUATE SCHEME WORK?**

The Global Graduate Programme is based on a points system, which means that we will issue certificates to all students, who have collected a minimum of a 100 points. You can gain points through participation in a variety of curricular and extracurricular activities. You will find a catalogue of activities and points to the right. We estimate that one point in the Global Graduate Programme equals 25 work hours. This means that the average duration will be around two years for most participants. Accordingly, we recommend that you register for the programme either in the second year of your BA or first year of an MA course.

**ACTIVITIES IN THE PROGRAMME?**

In the Global Graduate programme we have organised activities under five thematic categories: 1) International/Intercultural Studies, 2) Multicultural teamwork, 3) Internationalisation at Home, 4) International Experience and 5) Intercultural Learning. In acknowledgement of the AAU principle of Problem-Based Learning, we have made it obligatory to participate in some form of Multicultural Teamwork. In addition, we encourage a reflexive learning process by requesting that all global graduates participate in one of the activities listed under theme 5), intercultural learning. You will find a detailed [description of the five themes here](#).

Part of the programme may involve ordinary coursework, but an equally important element is extracurricular activities. This is to acknowledge that intercultural communication and learning frequently happens outside the classroom. So what you may gain through the Global Graduate Programme is formal AAU acknowledgement of voluntary work that you are already doing.

**HOW DO I REGISTER FOR THE PROGRAMME?**

**CONTACT**

**ONLINE REGISTRATION**

**CATALOGUE OF ACTIVITIES**

**TO OBTAIN GLOBAL GRADUATE CERTIFICATE YOU NEED TO**

1. collect at least 100 points from 4 different modules
2. one activity must be participation in multicultural teamwork (module 2)
3. one activity should be related to intercultural learning (module 5)
4. collect documentation to be presented when applying to have a certificate issued.

	Point
<b>THEME 1. INTERNATIONAL / INTERCULTURAL STUDIES</b>	
Course on intercultural/international theme (5 ECTS)	5
Course on intercultural/international theme (10 ECTS)	10
Voluntary language class (15-25 class hours)	5
Voluntary language class (40-50 class hours)	10
Extracurricular academic activities	5
<b>THEME 2. MULTICULTURAL TEAMWORK</b>	
Project work in multicultural teams (obligatory)	40
Experience report on multicultural teamwork	5
<b>THEME 3. INTERNATIONAL EXPERIENCE AT</b>	



# The "Internationalization, PBL and Multicultural Group Work" project

Includes the following activities:

- Survey – spring semester 2017
  - Focus on identification of good practice
- "Introduction to problem-based project work in multicultural groups" ("handbook" for students and supervisors, test version)
- Intervention and qualitative study of selected project groups (Fall 2017)
- Revision of handbook
- Workshops and publication/dissemination of material.





# Background: Learning across boundaries, learning in diversity

## A resource-oriented perspective on the student

- "At the very beginning, every member was influenced by the information which they have already known or been familiar with, and thought in their own ways [...] After our exchange of different opinions through positive communication, we became objective instead of subjective. But this process took a long time; we have read amounts of books, collected a wide range of materials, including government documents, newspapers, magazines, reference books, articles translated from Chinese versions... Finally, we found a sound balance among the four of us; we started to put effort to arrive at the same destination" (Chinese Master's degree student).



# Background: "Ideal" / "Reality" gap

- Often, students look for project partners who are likely to contribute to an *effective, frictionless and consensus-based project writing process*, resulting in a *high-quality project and eventually in good exam grades*
- Marginalization of students who appear to be 'different' – inside and outside the project group:
  - "Student 1: This is gonna make us sound really bad. Sven was in our group and I wrote his section for him because...we were like, 'this doesn't make sense, this doesn't fit in with the rest of the report' and I dictated it.
  - Student 2: I ended up writing it, I think.
  - Student 1: It was like, so bad, but we were getting really stressed...But we spoke about it without him and said, 'we're not letting Sven write this', cos...
  - Student 2: well, no, 'cos he couldn't, because it was our marks" (Harrison and Peacock 2010, p. 888)



# Project goal: Learning from good project practices

- **Inclusion:**
  - How does group formation take place? What is the relationship between group formation practices and inclusion?
  - How do groups make sure that everyone is included in generation of ideas and in all important decisions concerning the project process?
  - Do groups appreciate the diverse forms of competence and knowledge represented in the group?
- **Transparency:**
  - How do groups make sure that ideas, decisions, important documents, references etc. are shared and are accessible to all members of the group?
- **Democracy:**
  - How do groups ensure that all group members can contribute to group processes (e.g. to group discussions, to writing and to decision making in the group)?



# CREATING A FOCUSED AND ENGAGING STUDY CULTURE

SØREN HANSEN



AALBORG UNIVERSITET

# Creating a focused and engaging study culture

*Søren Hansen, institute of business and management*

- Concept for a 2-day study start (CAMP) replaces the normal start up for first year students
- The students *meet* a focused, engaging and open minded culture
- It is a (creative) culture where it is easy to focus and collaborate
- The students gets a first hand experience with the culture during group work on the CAMP – and tools to further develop it during future group work
- The concept is a further development of previous CAMPs (AAU i 2004-2009)
- The idea is to use Creative Platform Learning (CPL) as a new way to organize PBL teaching
- CPL is developed at the Creative Genius Semester to develop a creative study environment
- The concept for an engaging study start is used at first semester (HA 250+ students)

