



# UNIVERSITY TEACHING DAY

## Campus Esbjerg

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### PBL at AAU – Current Practices, future directions

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**Date and time:** 4. May 2017 from 8.15-12.45

**Venue:** Niels Bohrs Vej 8, room B108

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](http://learninglab.aau.dk).

AAU Learning Lab

[www.learninglab.aau.dk](http://www.learninglab.aau.dk)

## DETAILED PLAN OF THE DAY

- 8.15 Registration, coffee and tea
- 8:45 Welcome by Pro-rector Inger Askehave  
Room B108 (*Video-transmission between Esbjerg and Aalborg*)
- 9:00 Keynote by Professor of Education Maggi Savin-Baden: Using Problem-Based Learning: New Constellations for the 21st Century.  
Room B108 (*Video-transmission between Esbjerg and Aalborg*)
- 10:00 Short break
- 10:15 Future research in PBL at AAU by Malene Gram, Kirsten Jæger, Søren Hansen and Anette Kolmos  
  
The associate Dean for education at the Faculty of Social Sciences, Malene Gram, 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 B108 (*Video-transmission between Esbjerg and Aalborg*)
- 11:00 Short break
- 11:15 **Workshop - Modernizing and optimizing PBL through online resources** by Rudi P. Nielsen  
  
The reductions in classroom facilities and teacher resources has put increased pressure on teachers to make teaching efficient and less time consuming. In this workshop we will discuss the possibilities to use online tools and resources to improve teaching efficacy, while still improving teaching quality. We will give a brief introduction to our project "Improving flipped classrooms for better PBL implementation in everyday study" funded The Strategic Council for Education at AAU and have a discussion on how our teaching can be improved at AAU-Esbjerg.  
  
Room B108
- 12:15 Lunch  
  
End of programme in Esbjerg

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## Keynote

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# Maggi Savin-Baden

## Professor of Education

Institute of Education

### Contact Details

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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.