UNIVERSITY PEDAGOGY
FOR ASSISTANT PROFESSORS

Guidelines for supervisors

Content:

PREFACE

These guidelines have been developed based on the experiences with university pedagogy training for assistant professors since 1997. The course is based on the agreement for conducting courses in university pedagogy for assistant professors, by management at Aalborg University. AAU Learning Lab is responsible for the running, evaluating collecting and continuous course development.

The target groups for these guidelines are the department supervisors, the pedagogical supervisors and the participants attending the course.

The aims and framework conditions of the course can be found on Moodle. This includes learning goals of individual workshops and course activities.

AAU Learning Lab,
December 2018

Nikolaj Stegeager
Head of Learning Lab

1. Allocation of responsibilities and tasks

There are a number of groups and individuals involved in the preparation and running of the course in University pedagogy for assistant professors. This first chapter gives an overview of the tasks, roles and responsibilities of the individuals involved.

AAU Learning Lab

AAU Learning Lab has the overall responsibility for the running of this course.
It includes the development and teaching of seminars and workshops in connection with the course, as well as the continuous development of the quality of content, methods, structure, supervision and advice concerning the course. This includes also the preparation of the Evaluation Statement and identifying qualified pedagogical supervisors. Furthermore the head of Learning Lab and the secretary are responsible for providing information for supervisors and teachers updated with relevant information about the course program and possible changes.

Head of Departments

The Head of Departments are responsible for providing appropriate conditions for the assistant professors to fulfill their pedagogical training. This responsibility includes:
- Appointment of the department supervisors
- Formal responsibility for ensuring that the department supervisors performs their duties
- Assigning appropriate teaching and supervision duties to the assistant professor during the course period
- Registration of work hours allocated to the assistant professor and the supervisors
- Coordinating and handing in an evaluation statement based on input from the supervisor team.

Department Supervisor

The department supervisor has the primary responsibility for providing supervision and advice to the assistant professor and the formulation of the evaluation statement.

The tasks and responsibilities include
- Encouraging, supporting and challenging the assistant professor in his/her work with his/her project report and related tasks designed by the course
- Being responsible for the focus on the subject specific didactics. This includes focusing on selected elements within specific subjects and professional areas that shape teaching content in particular ways.
- Supporting the assistant professor in making sure that the assistant professor will have relevant teaching assignments and receives supervision during the course period.
- Discussing with the assistant professor the project report, providing feedback and advice.
- Be available for at least 6 supervision/observation meetings during the course period
- Primary responsible for writing the evaluation statement and including the partial evaluation from the pedagogic supervisor

Pedagogical Supervisor

The supervisor from AAU Learning Lab (the pedagogical supervisor) has co-responsibility for the support provided to the assistant professor (supervision, advice, and the formulation of the Pedagogic Evaluation Statement). The pedagogical supervisor receives 30 working hours in total).

The tasks and responsibilities include
- Encouraging, supporting and challenging the assistant professor in his work with the project report and related tasks designed by the course
- Being the link between the assistant professor and the course leader and giving information about possible irregularities and questions during the course period
- Supporting the assistant professor in integrating relevant theories into the teaching reflections.
- Be available for at least 4 supervision/observation meetings during the course period.
- Provide a written partial evaluation to be handed in to the department supervisor.

The assistant professor/post doc

The assistant professors have the responsibility to qualify themselves within the course period by:
- Arranging meetings/observations with the two supervisors.
- Keeping in regular contact with the 2 supervisors
- Keeping updated on Moodle about the course and possible changes
- Doing all the relevant tasks outlined in the framework provisions
- Document a problem-based approach to pedagogical development and document this in a project report
- Notify the Learning Lab administration if there are considerable changes in planned course activity (e.g. if the course activity is considerable delayed or terminated)

2. Supervision during the course

The supervision will, besides taking into consideration the framework provisions, be situated to the needs expressed by the assistant professor. There are however some phases, which will typically be addressed in a problem-based development process:

- Clarifying mutual expectations: The assistant professor will most likely call for a start-up meeting to clarify mutual expectations as well as the baseline for development.
- Problem design phase: In this phase the assistant professor identifies potentials for further development and state an initial problem to be further analysed. Feedback from supervisors based on observations of teaching practise will provide inputs for the analysis. After the problem analysis, a specific problem is formulated to initiate a pedagogical experiment.
- Experimentation phase: A pedagogical experiment is designed by exploring and selecting appropriate methods to address the formulated problem. The methods are discussed with the supervisors, and supervisors are called upon to make observations and provide feedback to the way the new teaching methods are integrated in to practice.
- Evaluation phase: Based on input from the supervisors, the peer-groups as well as self-evaluations of the pedagogical experiment carried out, the assistant professor will make a conclusion and set-up new objectives for future pedagogical developments.
- Documentation phase: The assistant professor document the problem design, the pedagogical experiment as well as the outcomes and perspectives for the pedagogical practice in a project report, and the supervisors provide feedback to this report.