

# THE TRAINING OF UNIVERSITY INSTRUCTORS IN DENMARK – THE CASE OF AARHUS UNIVERSITY

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Training (future) university researchers and teachers for multilingual international universities

3<sup>rd</sup> Fiesole Group Symposium

Universitet Pompeu Fabra, Barcelona 12-13 March 2015



AARHUS  
UNIVERSITY  
BUSINESS AND SOCIAL SCIENCES  
CENTRE FOR TEACHING AND LEARNING  
(CUL)

KAREN M. LAURIDSEN  
ASSOCIATE PROFESSOR

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12 MARCH 2015

# AARHUS UNIVERSITY (ESTABLISHED 1928)

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# AARHUS UNIVERSITY

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- ▶ Research intensive & academically diverse university
- ▶ Top 100 university in international rankings
- ▶ 4 main academic areas:

Faculty of Arts

Faculty of Science and Technology

Faculty of Health

School of Business and Social Sciences



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# AARHUS UNIVERSITY

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- ▶ 40,000 students (Bachelor, Master, PhD)
- ▶ 5,000 students part time (executive) programmes
- ▶ Of the full-time students 4,500 are international
  
- ▶ 4,450 Academic staff (faculty)
- ▶ 103 nationalities at Aarhus University



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# AU EDUCATIONAL DEVELOPMENT NETWORK



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# AU EDUCATIONAL DEVELOPMENT NETWORK

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- ▶ Comprises the educational development centres at the four main academic areas.
- ▶ Is responsible for the mandatory teacher training programme for assistant professors and post.docs (tenure track).

5 ECTS credits (one semester)

2 courses per academic year in Danish; 1 in English



# AU EDUCATIONAL DEVELOPMENT NETWORK

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- ▶ Professional development of their own staff (e.g. workshops & seminars with external experts)
- ▶ Advice to the AU management in questions concerning quality in teaching and educational development
- ▶ Approx. 40 FTES in HE educational development at AU.



# MANDATORY TEACHER TRAINING PROGRAMME 1

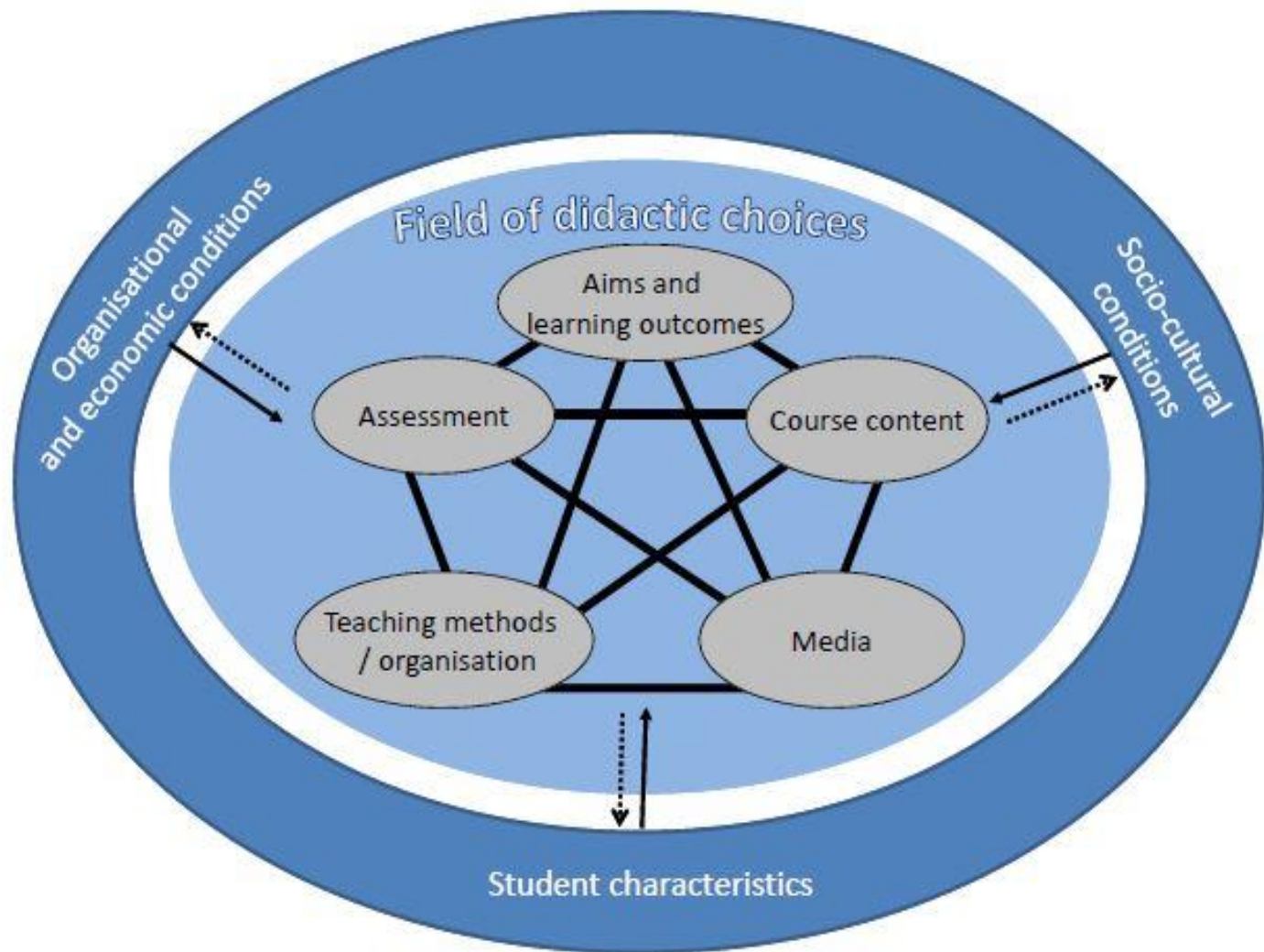
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Assistant professors and post.docs

- ▶ 5 ECTS credits / one semester
- ▶ Module 1: Introduction to university teaching (2 ECTS)
- ▶ Module 2: Teaching methods & organisation II (1 ECTS)
- ▶ Module 3: Educational IT / Blended learning (1 ECTS)
- ▶ Module 4: Follow up on modules 2 & 3; development of teaching portfolio







# MANDATORY TEACHER TRAINING PROGRAMME 2

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Differences between the DA and the EN version:

Module 1: The EN version has additional sections on

- ▶ Assessment and exams in the Danish educational system
- ▶ Characteristics of the DA secondary level graduates (DA educational culture)

# MANDATORY TEACHER TRAINING PROGRAMME 3

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## Module 2:

- ▶ In the DA version, participants choose between a set of options: Lecturing, Small group teaching, Supervision, and Teaching in English in the multicultural classroom.
- ▶ The EN version has a fixed programme:
  - › Teaching methods and organisation II
  - › Challenges of the Multicultural Classroom in a Danish context.





*Learning takes place through the active behavior of the student: it is what he does that he learns, not what the teacher does.*

R.W. TYLER (1948)



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# SCHOOL OF BUSINESS AND SOCIAL SCIENCES



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# SCHOOL OF BUSINESS AND SOCIAL SCIENCES

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With approx. 14,400 full-time students, several thousand part-time students, almost 250 PhD students and more than 500 faculty members, School of Business and Social Sciences ranks among the largest business schools in Europe. Furthermore, it is the largest business and social sciences unit in Denmark at university level with a broad academic base, encompassing both traditional business disciplines and social science disciplines.



# SCHOOL OF BUSINESS AND SOCIAL SCIENCES

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## Centre for Teaching and Learning

- ✓ University teaching (8 staff, incl. director and deputy director)
- ✓ Edu-IT (5 staff)
- ✓ Digitalisation (3 staff)
- ✓ Secretariat (5 staff)

Approx. 1 % of BSS annual turnover; 15 % of the Dean's strategic funds.

# CENTRE FOR TEACHING AND LEARNING 1

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## ▶ Teaching

Targeted at teachers at all career levels; in DA and in EN; generally evaluated as (very) rewarding / useful.

## ▶ Development

Continuous development of courses, workshops, etc.  
Edu IT, Blackboard, Digital exams, Digital evaluation  
International classroom

## ▶ Research (supports teaching & development activities)





# CENTRE FOR TEACHING AND LEARNING 2

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Courses for all career levels (DA & EN)

- ▶ Graduate Teaching Assistants
- ▶ PhD students
- ▶ Assistant professors
- ▶ Associate and full professors
- ▶ Approx. 8 weeks of mandatory training within 5-10 years
- ▶ Approx. 12,000 hours of professional development /year



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# TEACHING IN ENGLISH IN THE MULTICULTURAL CLASSROOM



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*All natives take their native knowledge for granted, take it to be nothing other than the nature of the world.*

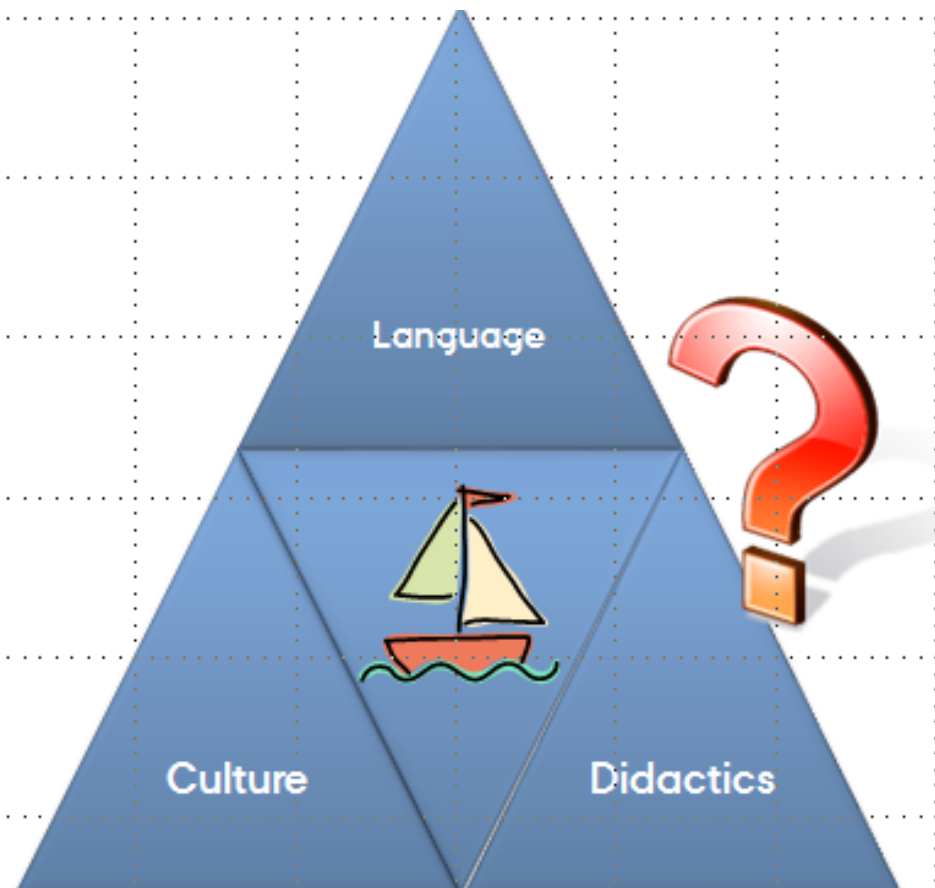
Moerman, M. (2008) *Talking Culture*. Philadelphia: University of Pennsylvania Press



# NOT JUST A LANGUAGE ISSUE!

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How do we navigate the Bermuda Triangle of language, culture and didactics?



# TEACHING IN ENGLISH IN THE MULTICULTURAL CLASSROOM 1

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## Teaching in English in the Multicultural Classroom

- ▶ Module(s) in the mandatory teacher training programme for assistant professors and post.docs
- ▶ Offered as course / workshop for senior academic staff.

Example:

- ▶ Professional development programme for teachers and programme directors / coordinators of EMI programmes

# TEACHING IN ENGLISH IN THE MULTICULTURAL CLASSROOM 2

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Professional development programme for teachers and programme directors / coordinators of EMI programmes (two semesters > certificate)

- ▶ Individual supervision I > written feedback
- ▶ 2-day seminar > individual action plans for improving teaching (the reflective practitioner)
- ▶ Individual supervision II > written feedback
- ▶ Final workshop

Semester 2 Semester 1



# TEACHING IN ENGLISH IN THE MULTICULTURAL CLASSROOM 3

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2-day seminar:

The aim (...) is for the participants to improve their EMI teaching.

The intended learning outcomes are that, by the end of the seminar, participants should be able (i) to account for the basic concepts of active learning in an EMI context, (ii) to relate them to their own teaching practice, and (iii) to apply them in the planning and teaching of their own courses.



# TEACHING IN ENGLISH IN THE MULTICULTURAL CLASSROOM 4

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- ▶ Introduction: EMI and the international classroom, incl. Danish educational culture
- ▶ Active learning in an EMI programme
  - A prototypical lecture & Going 'Meta'
  - Jigsaw: Constructive alignment / SOLO taxonomy
  - Language issues and signposting
  - Multicultural teamwork





# TEACHING IN ENGLISH IN THE MULTICULTURAL CLASSROOM 5

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- ▶ Applications in case work and knowledge café
- ▶ How to frame active learning for a diverse student audience: Development of participants own action plans



# TEACHING IN ENGLISH IN THE MULTICULTURAL CLASSROOM 6

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We walk the talk!

- ▶ Blended learning
- ▶ Active engagement
- ▶ Closely linked to participants own practice



# TEACHING IN ENGLISH IN THE MULTICULTURAL CLASSROOM 7

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Lessons learned:

- ▶ The importance of available resources
- ▶ A language issue > much more a didactic & cultural issue

A positive result:

- ▶ Opposition to mandatory training > a high level of satisfaction and readiness to change teaching practice
- ▶ Seminar and workshop considered (very) useful/rewarding





AARHUS  
UNIVERSITY

# LINKS TO AARHUS UNIVERSITY

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About Aarhus University: <http://www.au.dk/en/about/>

AU Educational Development Network: <http://upnet.au.dk/en/>

Teacher training programme in English for assistant professors and post.docs:  
<http://upnet.au.dk/en/aktuelt/>

Centre for Teaching and Learning / Aarhus School of Business and Social Sciences – course catalogue: <http://cul.au.dk/en/training-courses/>

Teaching in English in the Multicultural Classroom:  
<http://cul.au.dk/en/development/development-activities/teaching-in-english-in-the-multicultural-classroom/>

Karen M. Lauridsen: <http://pure.au.dk/portal/en/kml@au.dk>

