

# Policy for Pedagogical Competence Development of Scientific Employees and Part Time Scientific Employees in the Department of Energy Technology

Valid from 1 January 2016 (revised 13.06.2016, revised 07.08.2020, revised 05.01.2021)

## *Introduction*

The department's policy on pedagogical competence development of scientific employees and part time scientific employees is formulated on the basis of AAU's "Politik for bemanding af Aalborg Universitets Uddannelser" and "Politik for undervisernes pædagogiske kompetenceudvikling" (Policy for staffing Aalborg University's programmes and Policy for university teachers' pedagogical competence development) (last amended 02.06.20).

The policy begins with a description of the general policy for pedagogical competence development that applies to all departments. This is followed by measures that apply specifically to Energy Technology.

## *General Policy for the Political Competence Development of the Scientific Employees and the Part Time Scientific Employees*

As described in AAU's policy for university teachers' pedagogical competence development, the department ensures that:

- All newly employed scientific employees at the department who have a teaching obligation must participate in an approx. 15-hour introductory course in PBL. The course must be completed as soon as possible after employment, and no later than by the end of the first year of employment. Employees in assistant professor positions are not obliged to participate in an introductory course in PBL.
- Part time scientific employees who are employed for a short period or employed in 20% positions as well as scientific employees with a low teaching obligation must participate in a short introductory course in PBL (approx. 5-7 hours).
- All university teachers must be continuously upgraded in relation to PBL and IT. This can e.g. take the form of participation in relevant courses, cross disciplinary knowledge sharing regarding experiences with teaching methods or testing of new pedagogical or IT-related methods in teaching.
- Leaders and employees at Aalborg University, with the exception of part time scientific staff and student workers, must participate in MUS interviews (Performance and development reviews)

- At the annual MUS interviews, teaching tasks and competencies are discussed, and plans for pedagogical competence development are agreed with the employee, among other things based on the individual teacher's portfolio/CV.
- Evaluations of teaching, semesters and study programmes can be used to identify specific needs of the individual teacher and provide examples of good teaching.
- All permanent scientific employees have a teaching portfolio.
- The department's full-time associate professors and professors must have completed or complete Aalborg University's Adjunkt-pædagogikum (Certification of Higher Education Pedagogy) or what corresponds to this.

### *Specific Measures to Ensure the Systematic Competence Development of Scientific Employees and Part Time Scientific Employees at the Department of Energy Technology*

In addition to the above general policy, the department has established the following specific policy in connection with the pedagogical competence development.

- The department has a teaching committee consisting of the Head of Studies and the Chairman of the Study Board of Energy, the Section Leaders of the individual sections and the Study Board Secretary and Semester Secretaries who meet twice a year to distribute the teaching, both for the department and for other departments for the coming semester. At the meeting, it is discussed if there has been criticism of previous teaching for the courses in question, which may lead to a replacement or additional staffing. At the meeting, coordinators for the individual semesters are also appointed. These can also, after input from the study board, be replaced from year to year if there has been criticism.
- Regular section leader meetings are also held in which the Head of Studies for Energy also participates. Here, input is exchanged about the teaching, and there may be calls for changes, supplementary courses, etc. from the Head of Studies based on semester minutes and semester evaluations, as well as dropout information/statistics.
- Information about "Teaching Day" is circulated every year and people are encouraged to participate.
- Courses offered from the AAU-learning lab are sent out to teachers with an invitation to participate, among other things in relation to relevant issues that have been mentioned in semester minutes.
- Use of part time scientific employees is minimised, but the Head of Department is responsible for ensuring that any part time scientific employees are ensured an appropriate competence development. The department has not used part time scientific employees for a very long period.

- Education/upgrading of competences of new employees takes place, when courses typically have several course lecturers with a mix of experienced and new course lecturers. A course coordinator is appointed for each course. New employees who are unfamiliar with the Aalborg PBL model will usually also be a co-supervisor together with an experienced supervisor for their first project supervisions.
- The department or faculty also offers from time to time courses in which the teachers can participate as required. This can be in relation to new ICT systems and tools, or in relation to new pedagogical teaching and examination forms, including digital exams.
- Experiments with alternative teaching methods/use of new pedagogical tools in teaching and experiences with this are exchanged at staff meetings or workshops arranged by the department. The department has also appointed an e-learning coordinator who collaborates with the faculty's e-learning group. In collaboration with the department's lecturers, the e-learning coordinator is responsible for getting more e-learning introduced in the teaching.
- Campus harmonisation is ensured through the section leader meetings and the teaching distribution meetings, via input from semester group meetings and semester evaluations. However, it is often the same teachers on both campuses, just with different assistant teachers.
- Postdocs can teach individual course lessons if they have relevant research experience in the field and if their project leader says OK for them to teach (possibly by having teaching hours in the research project they are working on). Postdocs may not take over normally requisitioned teaching and teach instead of the normal course lecturer or teach courses where there are assistant professors with lack of teaching experience who can handle the task and who need this experience in connection with their assistant professor employment.
- Postdocs can also participate as co-supervisors on the students' projects, if the projects are relevant in relation to their research, and their project leader says OK to this.
- PhD students and postdocs, who co-supervise student projects, can be present at the exam as observers with the purpose of learning the examination procedure. This means that questions asked by PhD students and postdocs will be disregarded at the assessment phase. Furthermore, PhD students and postdocs cannot take an active part in the assessment, but are permitted to observe the procedure.
- PhD students can supplement teaching in addition to the requisitioned teaching as assistant teachers on courses (laboratory setups and help with this, assignment calculation, workshops, guest lectures, e-learning modules, etc.) or as co-supervisors on projects.
- It is a requirement that postdocs and PhD students who are co-supervisors for project

groups have participated in a short PBL course.

### *Evaluation and audit*

An evaluation of the policy is carried out every two years at the latest. The evaluation is carried out under the auspices of the section leader group with the Head of Studies and the Head of Department as the main people responsible.