



UNIVERSITY TEACHING DAY

Campus Copenhagen

PBL at AAU – Current Practices, future directions

Date and time: 3 May 2017 from 8.45-14.45

Venue: A.C. Meyers Vænge 15, room 2.1.043

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.

AAU Learning Lab

www.learninglab.aau.dk

DETAILED PLAN OF THE DAY

8:15 Registration, coffee and tea

8:45 Welcome by the Dean of the Faculty of Social Science, Rasmus Antoft.

Room: 2.1.043

9:00 Keynote by Professor of Education Maggi Savin-Baden: Using Problem-Based Learning: New Constellations for the 21st Century.

Room: 2.1.043

10:00 Coffee Break

10:15 Future research in PBL at AAU by Rasmus Antoft, Jan Vang, Maj-Britt Quitzau and Lars Birch Andreasen

The Dean of the Faculty of Social Science, Rasmus Antoft, 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 2.1.043

11:00 Break

11:15 Workshops

Workshop 1 - Video-conferencing as educational practice by Karin Levinsen

In this session we will present findings from a study in videoconferencing at the Royal Danish Academy of Music. The study sheds light on many issues that are relevant in general when we as teachers have to perform in a Video Conference setting.

The session will also include small discussions on preset themes as well as an open discussion and Q/A

Karin Levinsen is an associate professor at the Department of Learning and Philosophy. She is a member of the Research Center for Video at AAU.

Room: 2.1.043

Workshop 2 - Problem-based inter- / transdisciplinary Master's programmes: The case of Techno-Anthropology by Tom Børsen

Aalborg University offers a number of inter- and transdisciplinary Master's programmes. Interdisciplinary because they combine methods, central concepts and theories from different disciplines. Trans-disciplinary because they enroll students with different backgrounds (e.g. with academic and professional bachelor degrees). It is often challenging to start up such Master's programmes because the students have very different understandings, horizons, study habits, and experiences. On the other hand diversified groups potentially provide possibilities for addressing wicked problems in nuanced ways that mono- or cross-disciplinary approaches do not. This presentation introduces a development project aiming at using PBL to both steer free of typical challenges without losing the potentials for inter- / trans-disciplinary problem-solving. The location of the project is the Master's programme of Techno-Anthropology in Aalborg and Copenhagen. The session introduces some of the challenges that this Master's program faces, it presents ideas for how these challenges might be addressed, and then turns to the audience for 1. critical (but hopefully constructive) discussions of the problem analysis, and 2. Inspiration for how to manage these problems in ways new to the Techno-Anthropology faculty members.

Tom Børsen is an Associate Professor at the Department of Planning and Director of the Study Board for Techno-Anthropology, Sustainable Design and Integrated Food Studies. The presented work is funded by AAU's strategic funds for developing PBL.

Room: 2.1.005

12:15 Lunch

12:45 Ceremony of the 2015-2016 *Assistant professors* finishing their Adjunktpædagogikum.

Room: 2.1.043

13:00 **Workshop 3 - Introducing new master students to Problem Based Learning** by Lise Busk Kofoed & Ellen K Hansen

For several years Aalborg University has accepted a rather large number of students on our master programs who have not taken their undergraduate at AAU. The students have different nationalities and different study backgrounds. One of the challenges for the new students is to get acquainted with the AAU PBL model.

A new interdisciplinary master in Lighting Design is using a 'Kick-off' project where new students get knowledge about PBL and at the same time experience how to use PBL in practice.

The workshop will present the 'Kick-off' project and discuss the students learning process and results.

Lise Busk Kofoed is a professor at Department of Architecture, Design & Media Technology, and has been teaching and doing research within PBL and engineering.

Ellen K Hansen is an associate professor at Department of Architecture, Design & Media Technology and is responsible for the Lighting Design master program.

Room: 2.1.043

Workshop 4 - PBL - impact and co-creation by Rikke Kristine Nielsen

The didactical selling proposition of the PBL model centres on the increased learning impact and employability of students acquired through project work and cross-context transferable experiences often supported by collaboration with organizational practice and actors. An overlooked dimension of the PBL-model, however, is the potential learning impact of PBL projects on the organizations that host and supply data for the projects. This workshop introduces a co-creation perspective on the learning impact of the PBL model and conceives of project work as a dialogical endeavor where both students and practitioners ideally learn from and with each other with a view to highlighting the role of the supervisor for mutual learning.

Rikke Kristine Nielsen is Assistant Professor of organizational communication at the Department of Communication, Copenhagen affiliated with the master program of Communication & Digital Media. The presented work is funded by AAU's strategic funds for developing PBL.

Room: 2.1.005

14:30

End

Keynote



Maggi Savin-Baden

Professor of Education

Institute of Education

Contact Details

email: m.savinbaden@worc.ac.uk

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.