Tempus study visit - 30 April 2013

Rector Finn Kjaersdam

Aalborg University – in Aalborg, Esbjerg and Copenhagen

Facts about Aalborg University

19,000 students

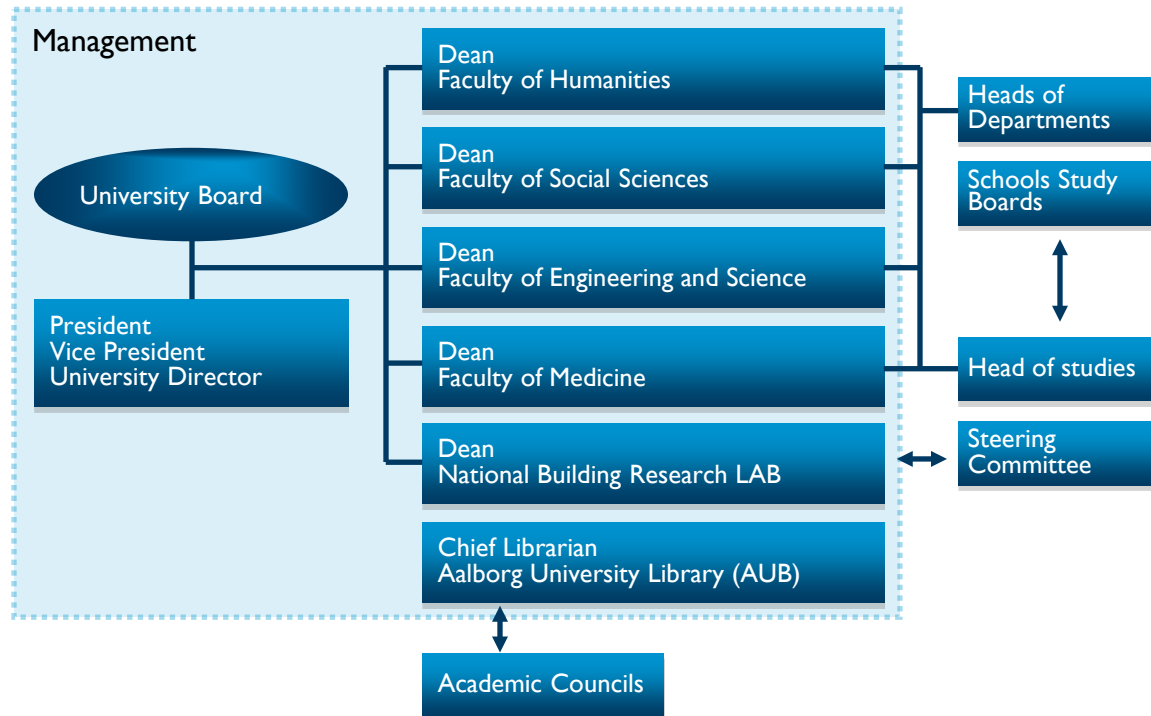3,500 faculty and staff members

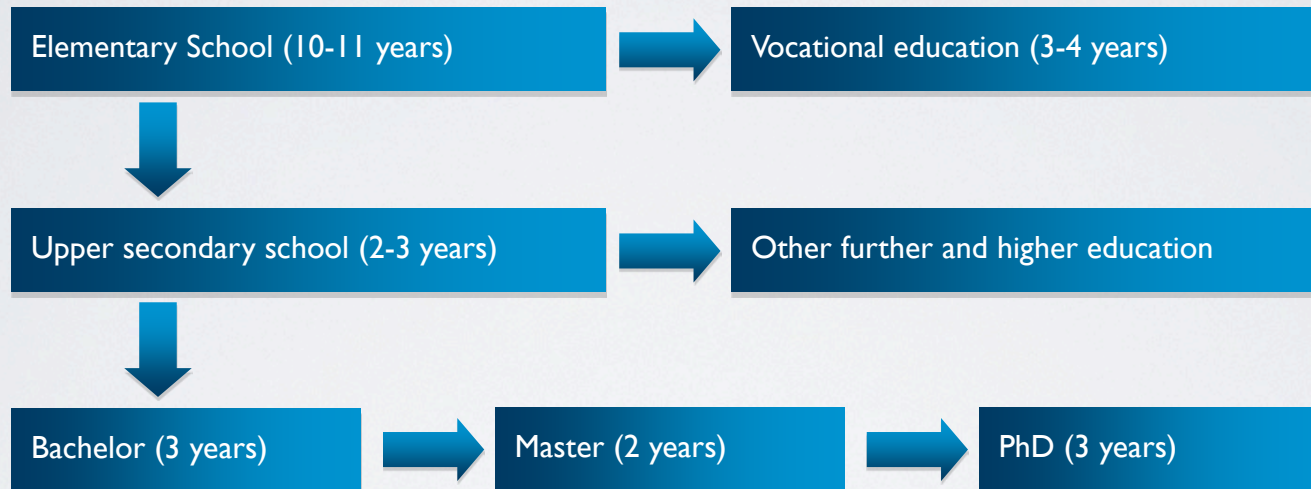30 % international researchers

Turnover 2013: 335 mio. EURO

- Education 42 %

- Basic research 37 %

- Research councils, private companies etc. 21 %

Organization

Structure of the Danish Educational System

| Elementary School (10-11 years) | → | Vocational education (3-4 years) |

↓

| Upper secondary school (2-3 years) | → | Other further and higher education |

↓

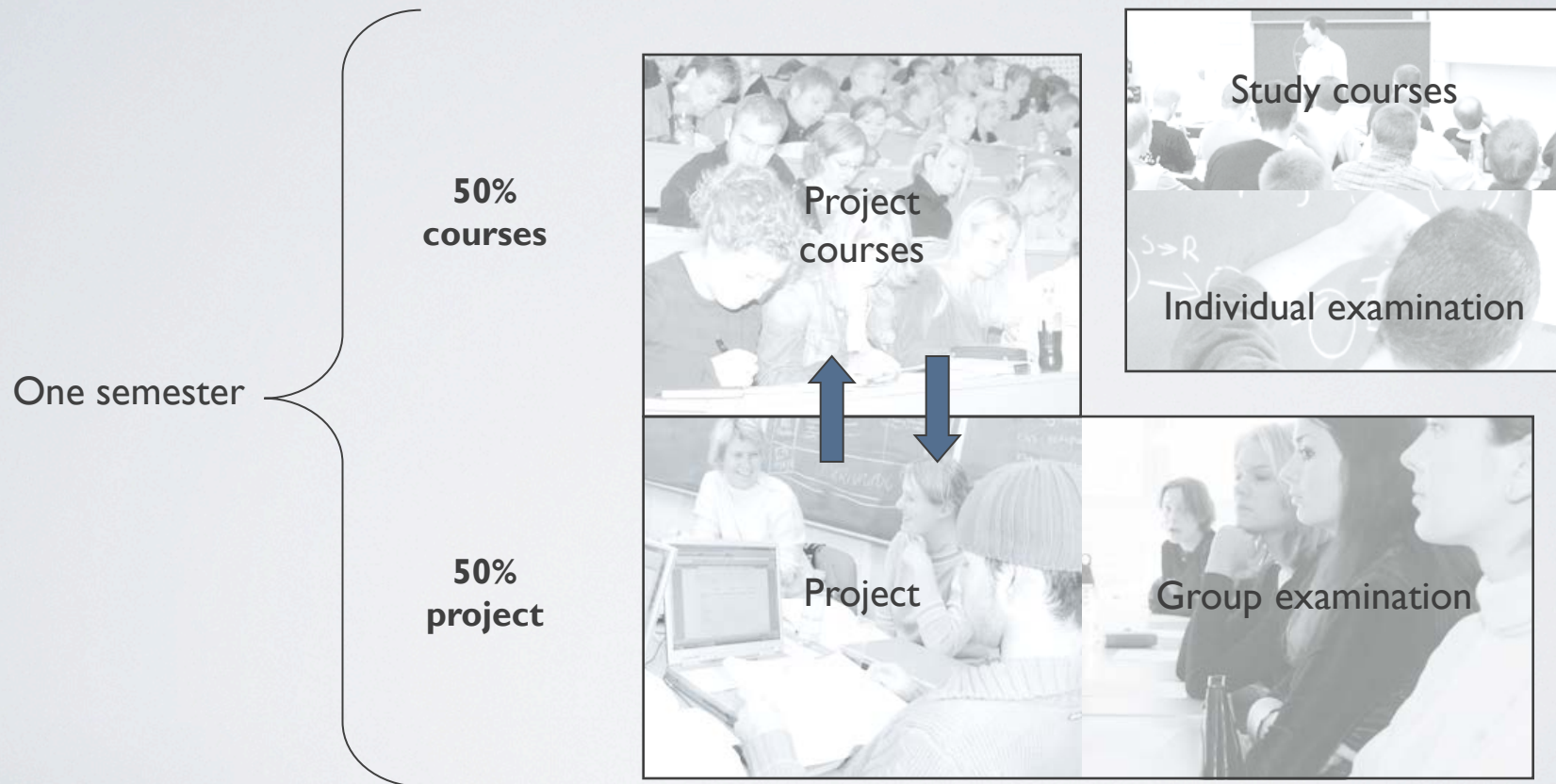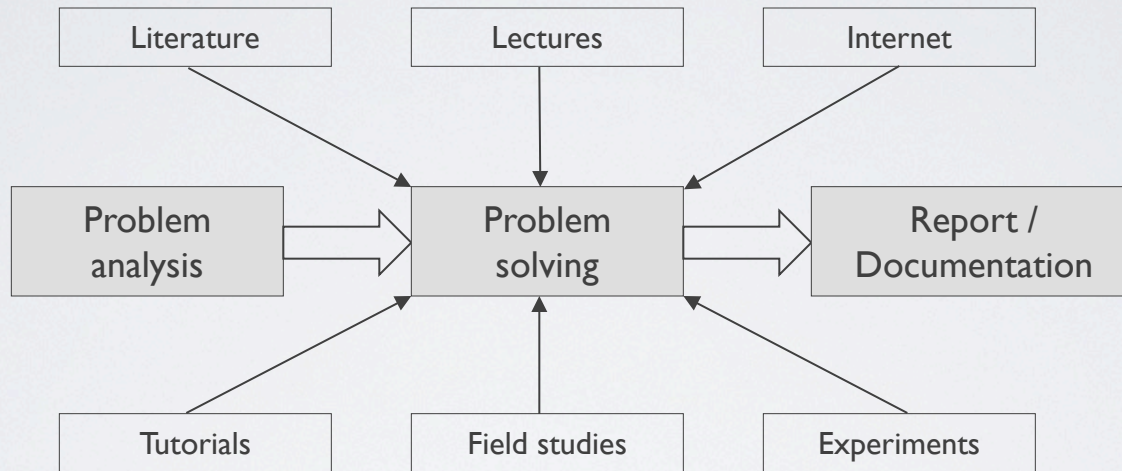| Bachelor (3 years) | → | Master (2 years) | → | PhD (3 years) |

Schools at Aalborg University

- Engineering and Science

- Medicine and Health

- Information and Communications Technology

- Architecture, Design and Planning

- Communication, Art and Technology

- Consciousness and Human Development

- Culture and Global Studies

- Political Science

- Sociology and Social Work

- Business and Economics

- Law

- Phd-school of Social Sciences

- Phd-school of Humanities

- Phd-school of Engineering and Science

- Phd-school Health Sciences

The Aalborg Model: Problem Based Learning (PBL)

One semester

50% courses

50% project

Project courses

Study courses

Individual examination

Project

Group examination

The Aalborg Model (PBL)

Model from *The Aalborg PBL model - Progress, Diversity and Challenges*
Anette Kolmos, Flemming K. Fink & Lone Krogh

Student Working Space

Each project group is allocated working space, typically a group room.

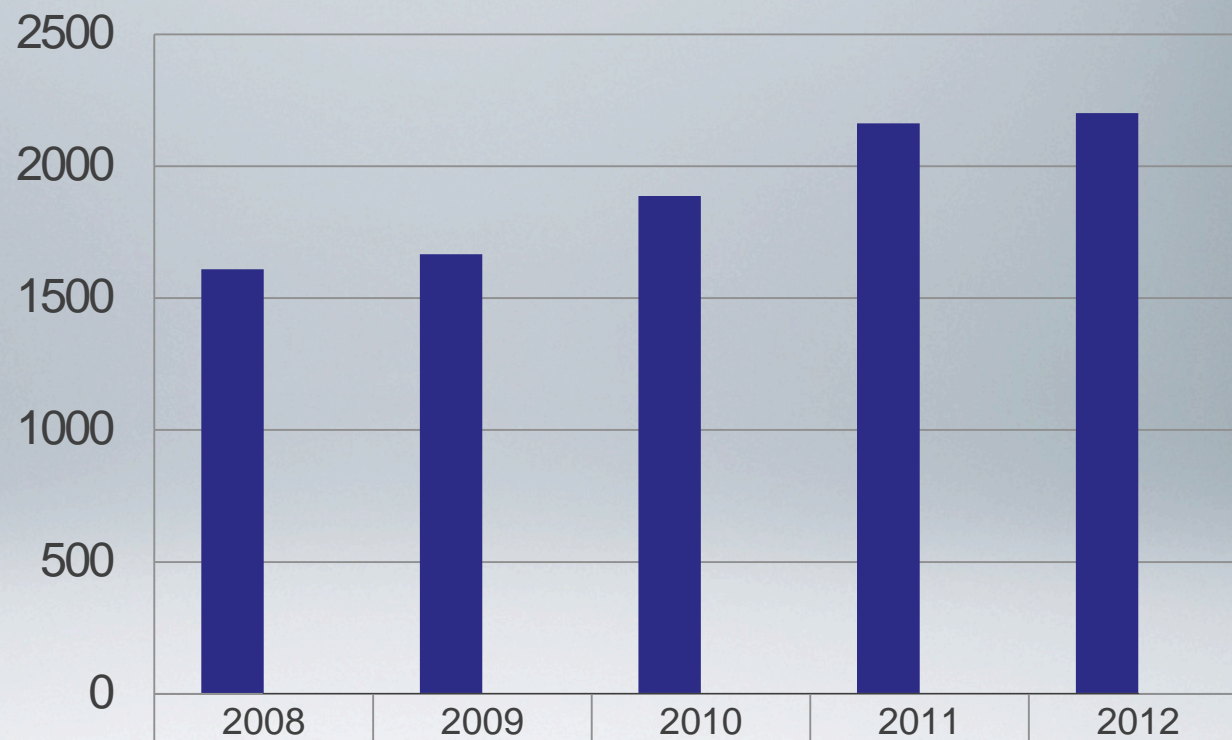The working space is equipped with one or two computers and network access. Access to printer facilities etc.

Student working spaces are located in the same buildings as teachers' offices etc.

24 hour access.

Foreign students at Aalborg University

	2008	2009	2010	2011	2012
Antal udenlandske studerende	1609	1667	1887	2163	2201
Andel udenlandske studerende	13,70%	13,90%	14,60%	14,80%	13,30%

27 % increase in the number of foreign students from 2008 to 2012.

Knowledge sharing activities at AAU
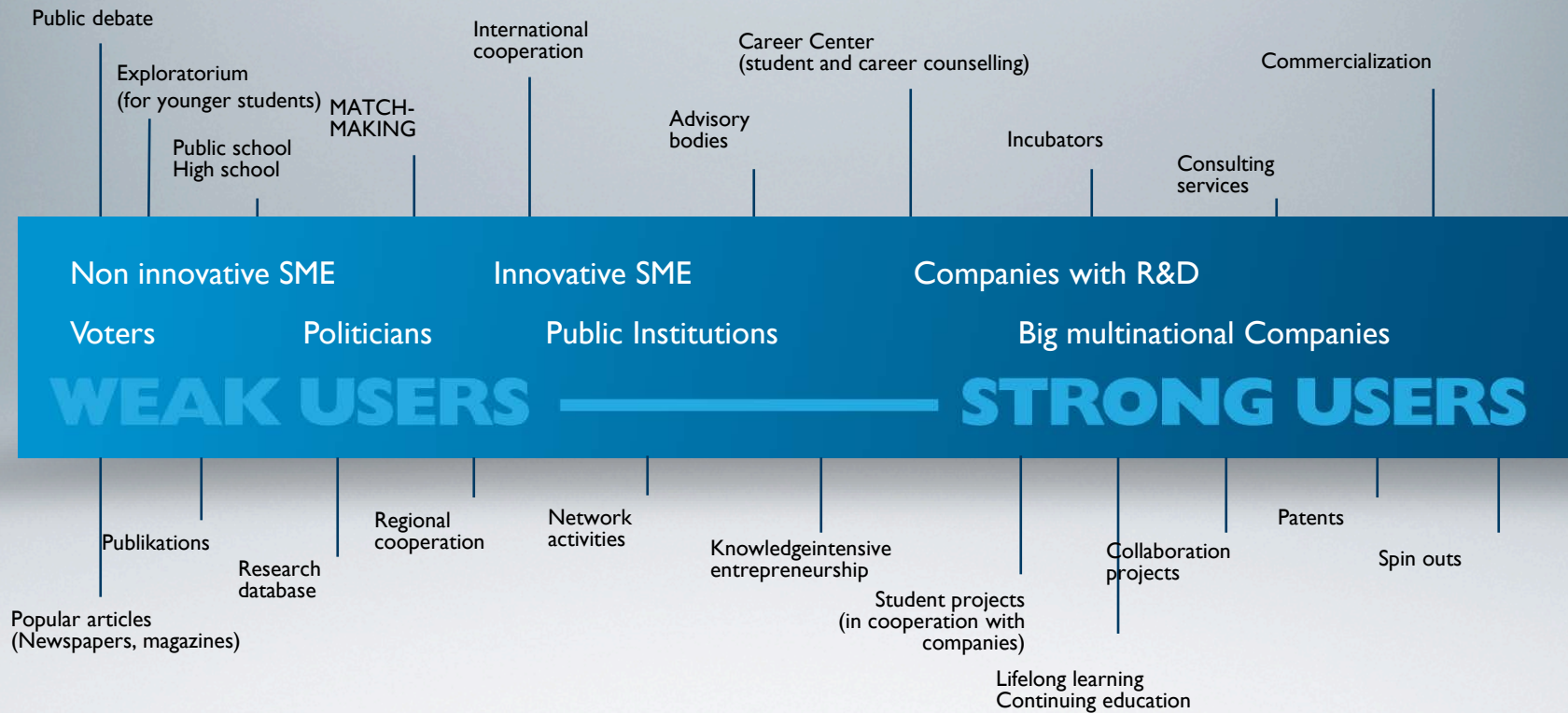
Allocation of tuition fees and research grants

- Tuition fee for each student passing one years examination / 60 ECTS:
- 13.000 EURO in Engineering, Science and Medicine
- 7.000 EURO in Humanities and Social Science

- Each faculty member with peer reviewed publishing within the last two years: 40 -50 % for basic research and 50 – 60 % for education

- The residual government research grant is divided between faculties according to number of research publications, subsidies/external funding and number of ph.d. thesis.

Studentersamfundet

[The student society]

Student organizational work and development

An introduction to the included student organization of higher education

Who are The Student Society?

- The purpose of our organization is:

"§ 2: [The] Student Society is a student organization for all students at Aalborg University. [The] Student Society's work, aims to make Aalborg University an ever better place to study. This objective is pursued through activities within the Student Society, the political work in relation to the university as well as national and international educational matters. [The] Student Society is independent of political ideology, professional interests and is only to express opinion exclusively on issues related to education and student political and social conditions. [The] Student Society must support and cooperate with the structure to be an umbrella organization for all open student organizations at Aalborg University, provided these do not conflict with Student Union principles for partners."

(red.) Studentersamfundet (2013): The Student Society's Articles of Association. Studentersamfundet v/ Aalborg Universitet.

Our structure and some facts

| Management |
| Board of directors ect. |

| The social oriented branch | The student political branch |

- We represent about 35 % of all the students (approximately 5000 students)
- We are the agent for the students in regard to the everyday 'struggle' university life can present
- We gather people for parties, bazaar, student political work and in general provide a basis for networking amongst all students
- In addition we welcome new initiatives from the students and provide a starting capital to get the project underway (Activities pot and XxXxX)

Management

- The Board consists of 9 elected members, with the chairman at the head. They are holding board meetings every two weeks, where they discuss current issues.

- Under the board, there have about 30 subgroups, each of which has a board, which takes care of the group's daily operations. All subgroups have to follow Studentersamfundets articles of association.

- The Board doesn't take part in planning the individual events, but ensure that the groups have it under control event.

The social oriented branch

Social activities and networking without books

"... all work and no play makes university a dull place"

The social oriented branch
[Bars and party events]

- For all the new students we arrange a party the first day of the summer semester
  - All the new (last year 4000) and about 1000 current students are invited to build network and socialize

- Four big parties a year, with 1100 attending, two every semester
- Every friday we run eight bars with the main purposes of interdepartmental socialization.
- Tour de Fredagsbar - A grand tour for the bars at AAU
- Plus a whole lot of others events for all members

A Visual aid

Kato @ Studiestartsfesten 2011

But that's not all beer;
Events and other possibilities

- Gigantium (Sports in collaboration with Aalborg municipality)
  - Free use of the facilities in given periods of time
  - Discounted prices on swimming admissions.
- Uni Run (Sporting event with 5 or 10 km distances)
- AAU Lan (Computer gaming event over an entire weekend)
- BoatRace, Teams competing in the water for the bragging rights for the entire year
- Clothing Bazaar - a place to sell / trade / swap cloths. (mainly girls) New is always better, even new-secondhand.
- Debate events [student political] - *what will your party do for the student?* Held on election years and on special occasion concerning student political hot topics.
  - Free study or admission fee (Question of state funding)
  - Budget restraints, cutbacks, improvement of study environment ect.

The governing bodies at Aalborg university

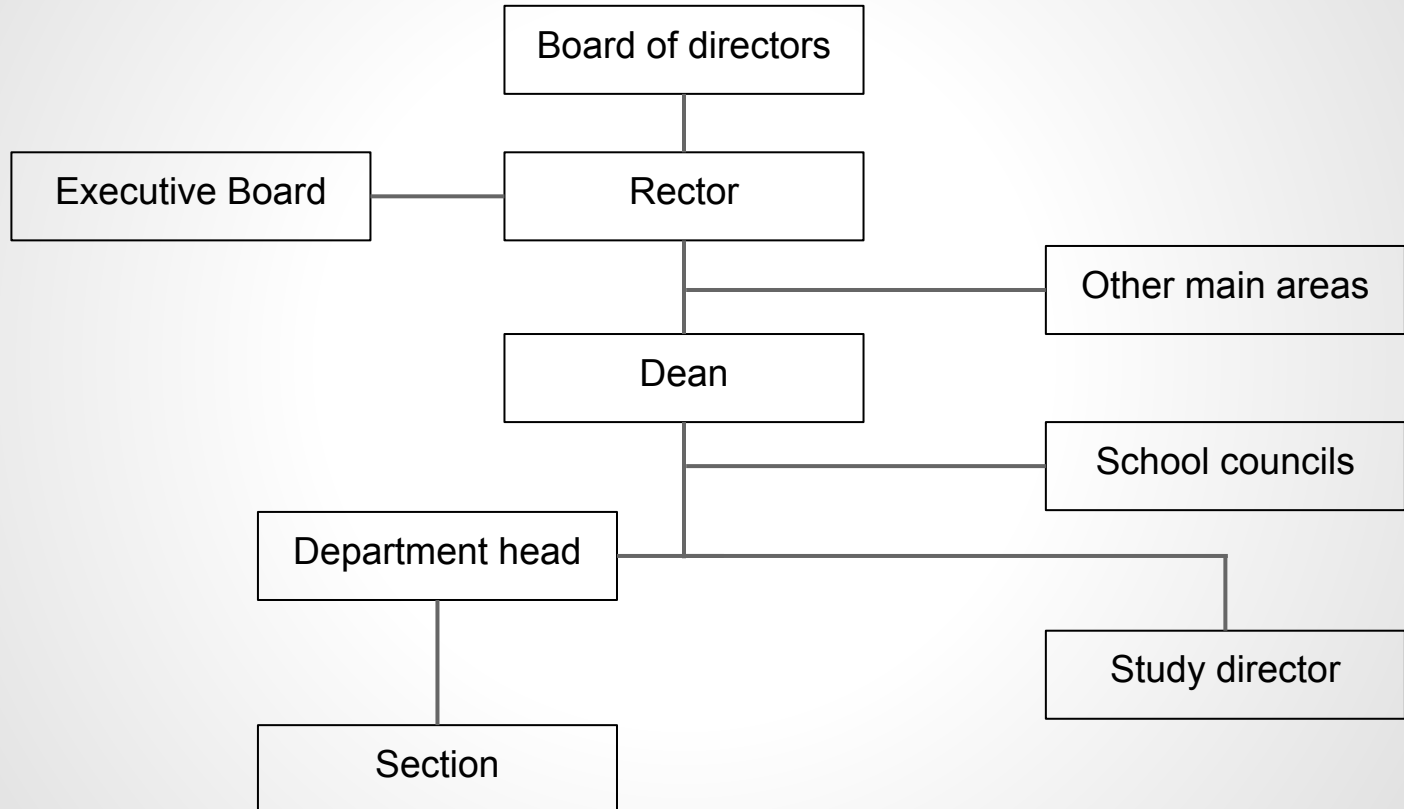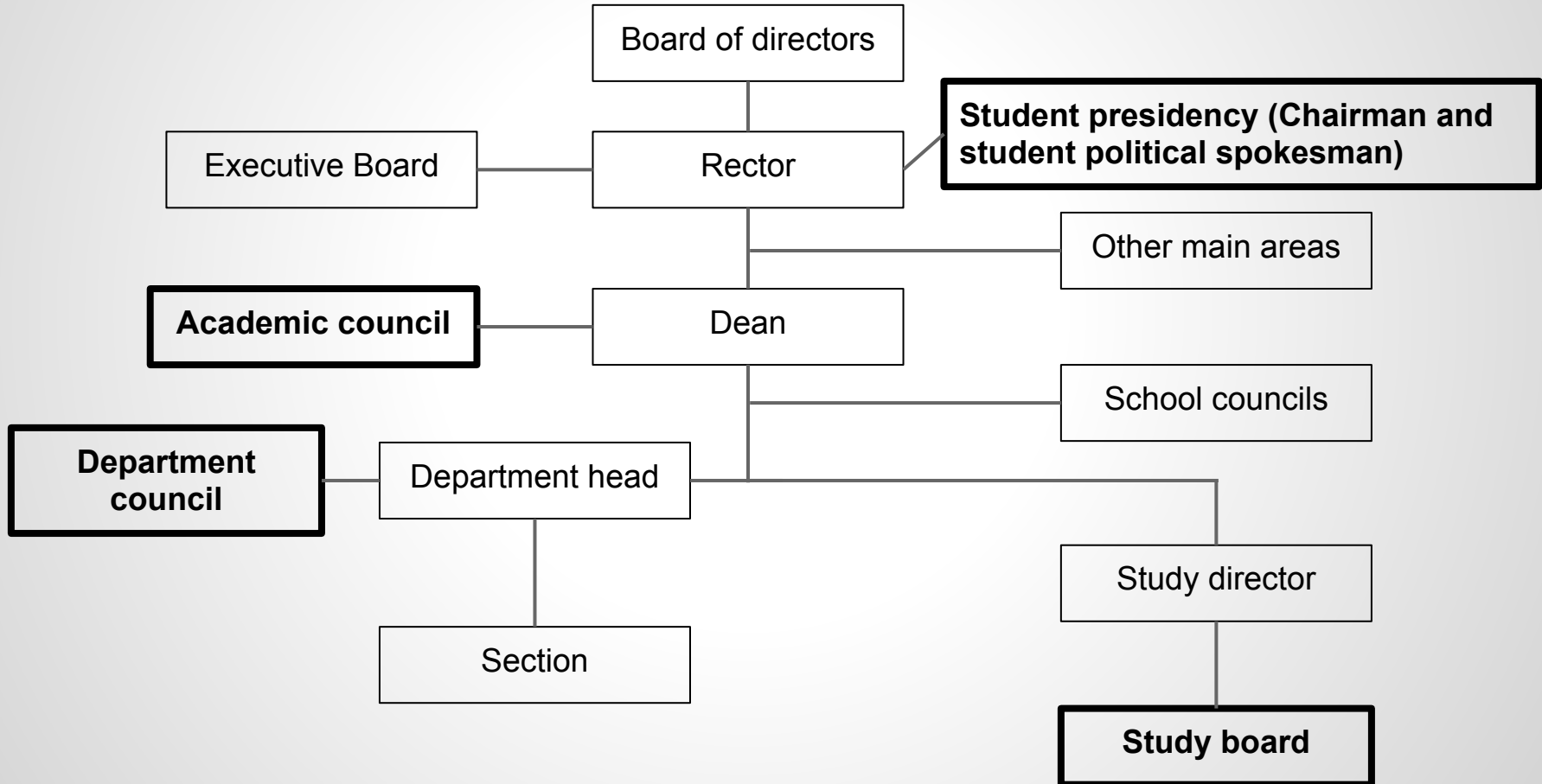*Birdseye view of the student organizations place in the university structure*

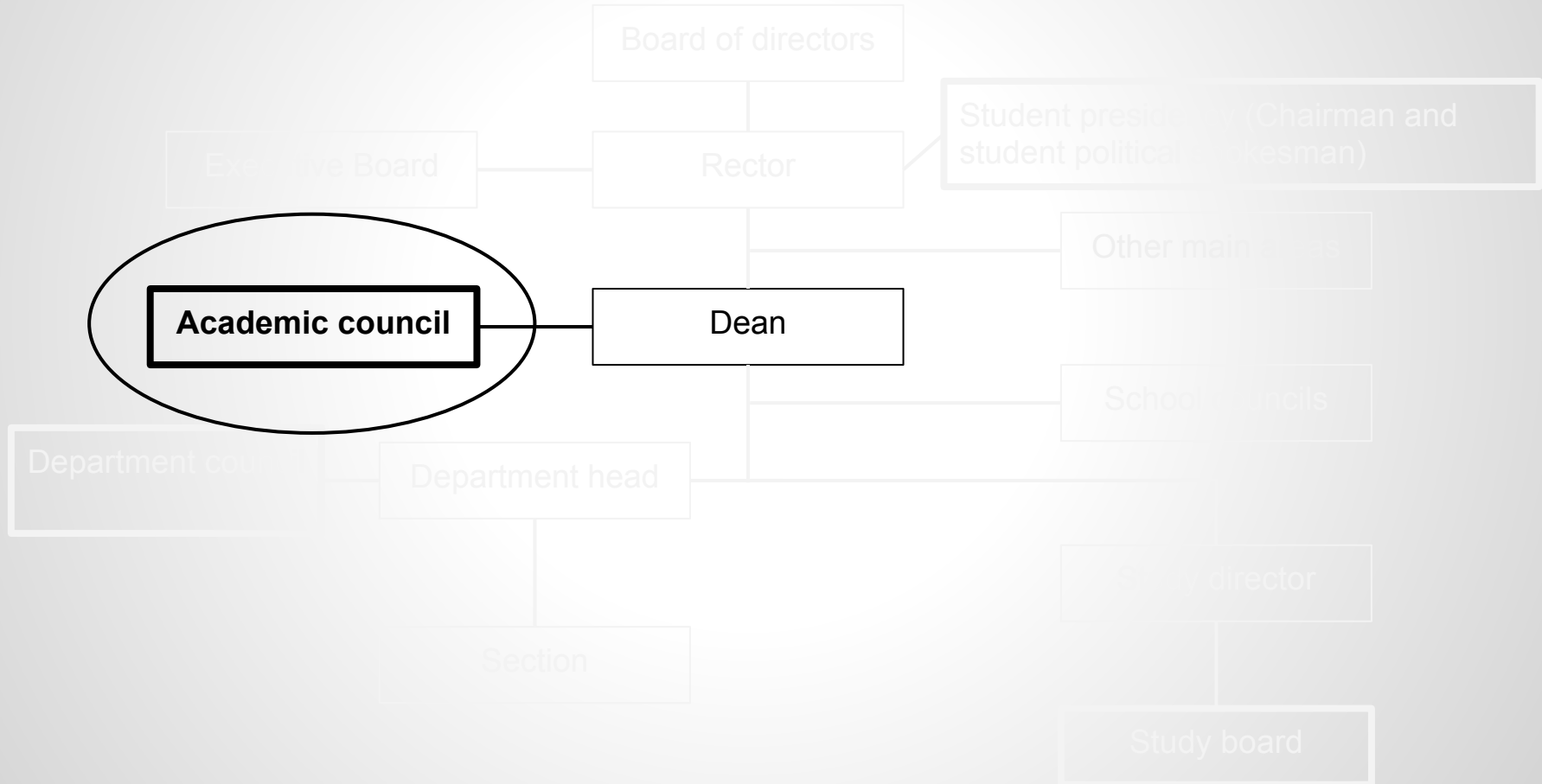**Where do the students fit in, and what can we do?**

Formal University structure of the governing bodies

... And the students fit in too

Academic Council

Academic Council

(Academic staff [VIP] and Students [Stud.] ratio 5/2)
(+2 Technical administrative staff [TAP] observers)

Influence

- Selects own President
- Approves strategic plans
- Assigns Ph.D - and doctorates
- Chooses academic hiring committee
- Establishes guidelines regarding good scientific practice
- Participates in Academic Conference

Participation

- Critical view regarding the budget
- Endorses academic freedom
- Discussions about the physical expansion
- Working for diversity / equality
- Counseling the Dean on the quality of education

Department Council
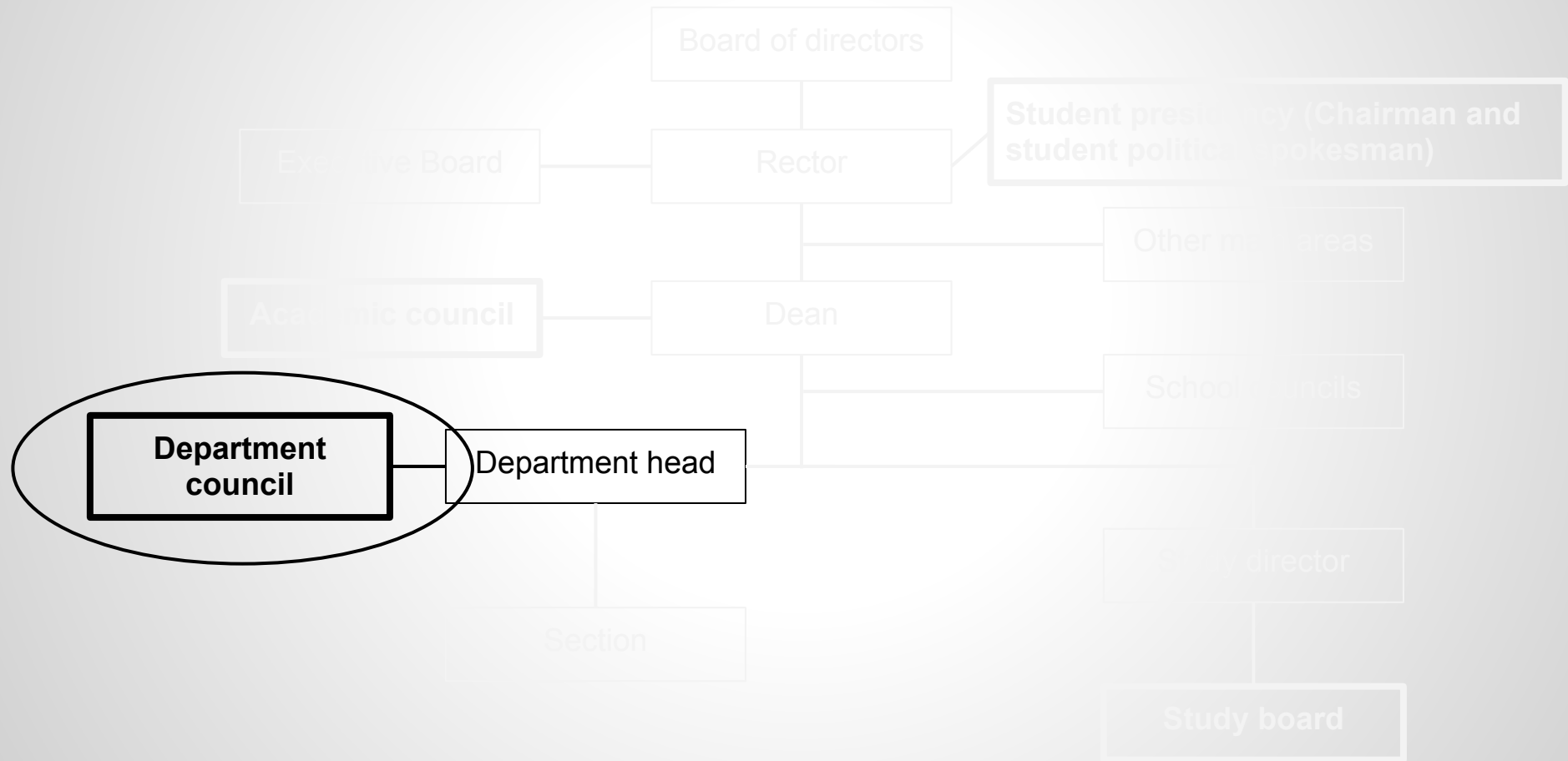
Department Council
(VIP/TAP/STUD ratio 2/1/1)

Influence

- Approves strategic plan
- Ensures Quality and development of studies

Participation

- Critical view regarding the budget
- Guides the composition principles of the *expert* committees
- Discusses the room distribution in regard to _learning environment_
    - PBL oriented environment
    - Lecture halls and lecture environment
    - Social areas to complement study environment

Study Board

Board of directors

Rector

Student presidency (Chairman and student political spokesman)

Executive Board

Other main areas

Academic council

Dean

School councils

Department council

Department head

Study director

Section
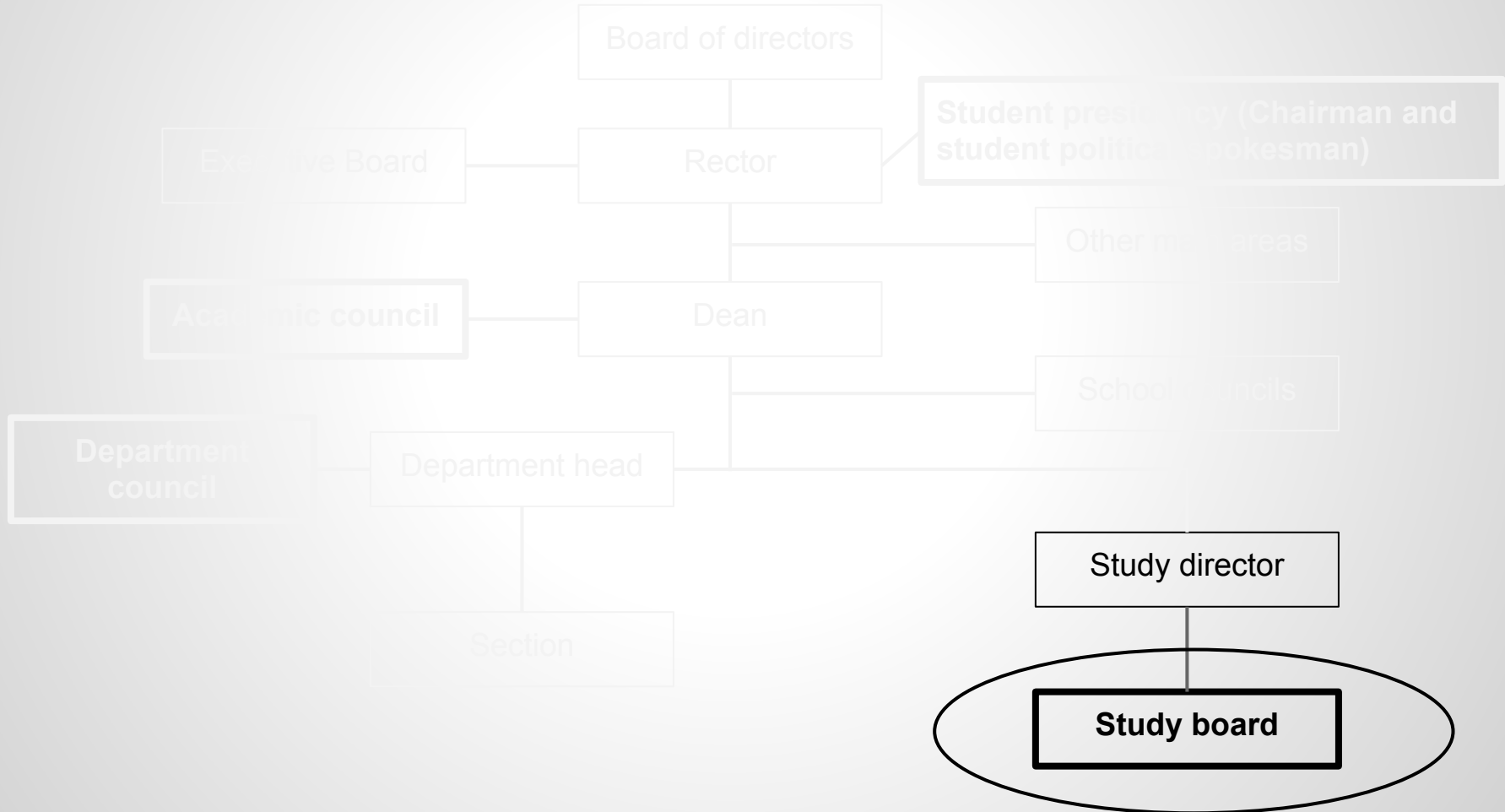
Study board

Study board

Study Board (VIP / STUD ratio 1/1)

Influence

- Organizes, implements and develops educational and teaching practices
- Ensures the quality of education and teaching
- Ensures follow-up on educational - and teaching evaluations
- Approves the plan for the organization of teaching courses and exams
- Evaluates applications for course-credit, including pre-credits and exemptions
- To interview study director

Participation

- Prepares the proposals for curriculum and changes therein
- Commenting on its field, in all matters of importance to education and teaching

Student presidency

Board of directors

Executive Board

Rector

Student presidency (Chairman and student political spokesman)

Other main areas

Academic council

Dean

School councils

Department council

Department head

Study director

Section

Study board
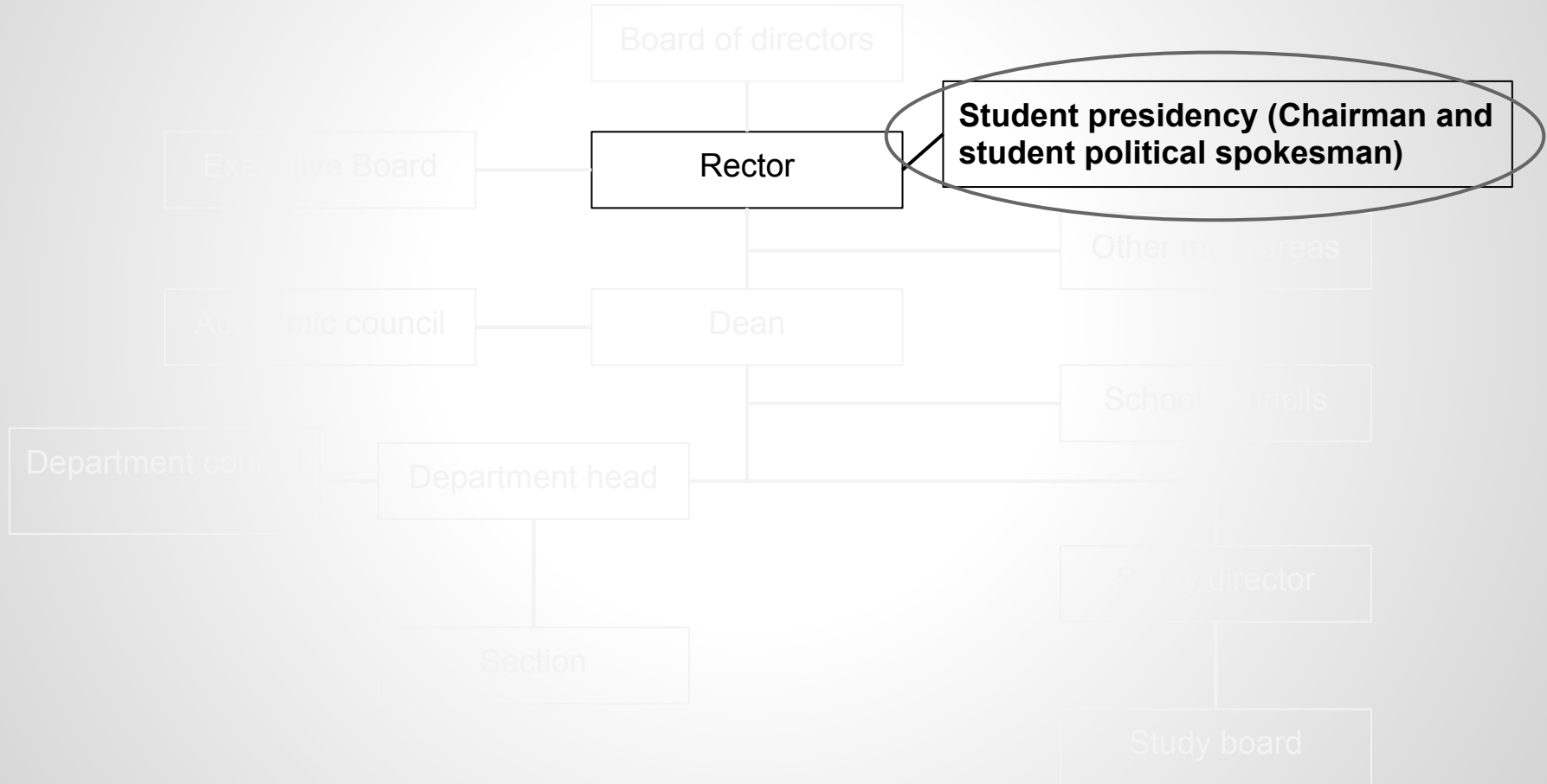
Student presidency
Biweekly meetings with Rector

Information, innovation and solutions

- Through these meetings, the students represented by the presidency opportunity to present their problems to rector, the directors and management
- What we have accomplished;
  - Multi-sports arena in front Kroghstræde 3 with associated exercise facilities
  - Enhanced cooperation with Gigantium (Sports)
  - Co-financing a national student political conference in Aalborg, hosted by The Student Society and Aalborg University
  - Extensions of university activity rooms and big initiatives to better study environment
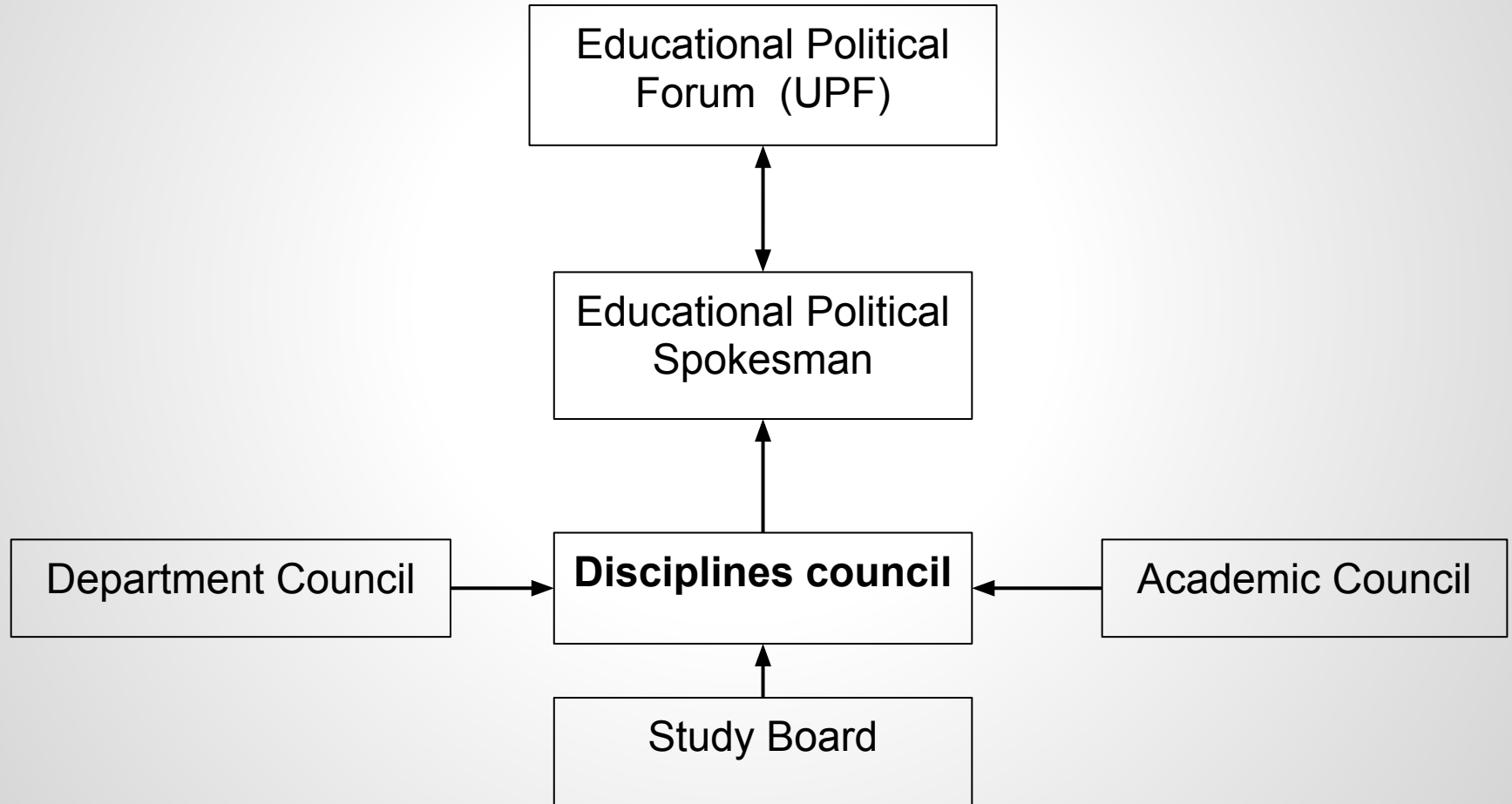 -

The student political branch

How we get the students perspective put forth at Aalborg university, in the local and national media

The student political branch
- Educational Political work -

Why so decentralized?

- The potential problems arise with the students and their everyday, not on a centralized level.

- The Department-, Academic council and the study board representatives are invited to participate in the "*Disciplines Council*"
- This is a collective of student political activists, a place for sharing knowledge and troubleshoot within their respective fields.
  - Humanities, Social science, Natural Sciences / Technology and Department of Health

Then why have a centralized part?

- The problems are to be perceived as bottom-up, so the given issues comes from the students.

- The Central part of the student political branch takes the issue to the university management level, local media or as far as national coverage.

- This is done by the student political spokesman.

The bedrock of Dissemination
Our channels and methods

At the university level

- The student political spokesman meets with Rector every other week, but the real channel is the work been done around management

- Always go to the center of the problem. PBL teaches us to drill down to the core issue, so not to badger Rector with every little thing.

- E.g. Dealing with a prior lack of social recreational facilities on the faculty of mathematics, was solved at the institutional level by The student society's representative.

Our channels and methods

At local media level

- The issues that carry a magnitude for students around the university, or problems of a transcendent nature are forwarded to the local media. This is done in a press release by the student political spokesman.
- We maintain a good relation to the media through continued cooperation
- E.g.:
  - The student electionary result, and perspectives.
  - University budget, and unspent funds in regard to educational purposes.
  - The reformation of the state funded education - and the consequence in regard to general living standard (of students)

Our channels and methods

At the national media level

- We, as a student organization work with all other major student collectives in Denmark through our mutual interest group DSF.

- Danske studerendes fællesråd [DSF]- is our voice at large scale student political issues, through a chairman chosen by the unions delegations.

- We maintain our local view, but the democratic process in regard to the large scale announcements grants a unified Danish student voice.

Thank you for your kind attention

Problem Based Learning
The Aalborg case

Jette Egelund Holgaard
PBL academy
UNESCO chair of PBL
Aalborg University

PBL- learning principles

Learning
Problem based
Contextual learning
Project based / organised
Activity/experience based learning

Social
Participant directed
Team based learning

Content
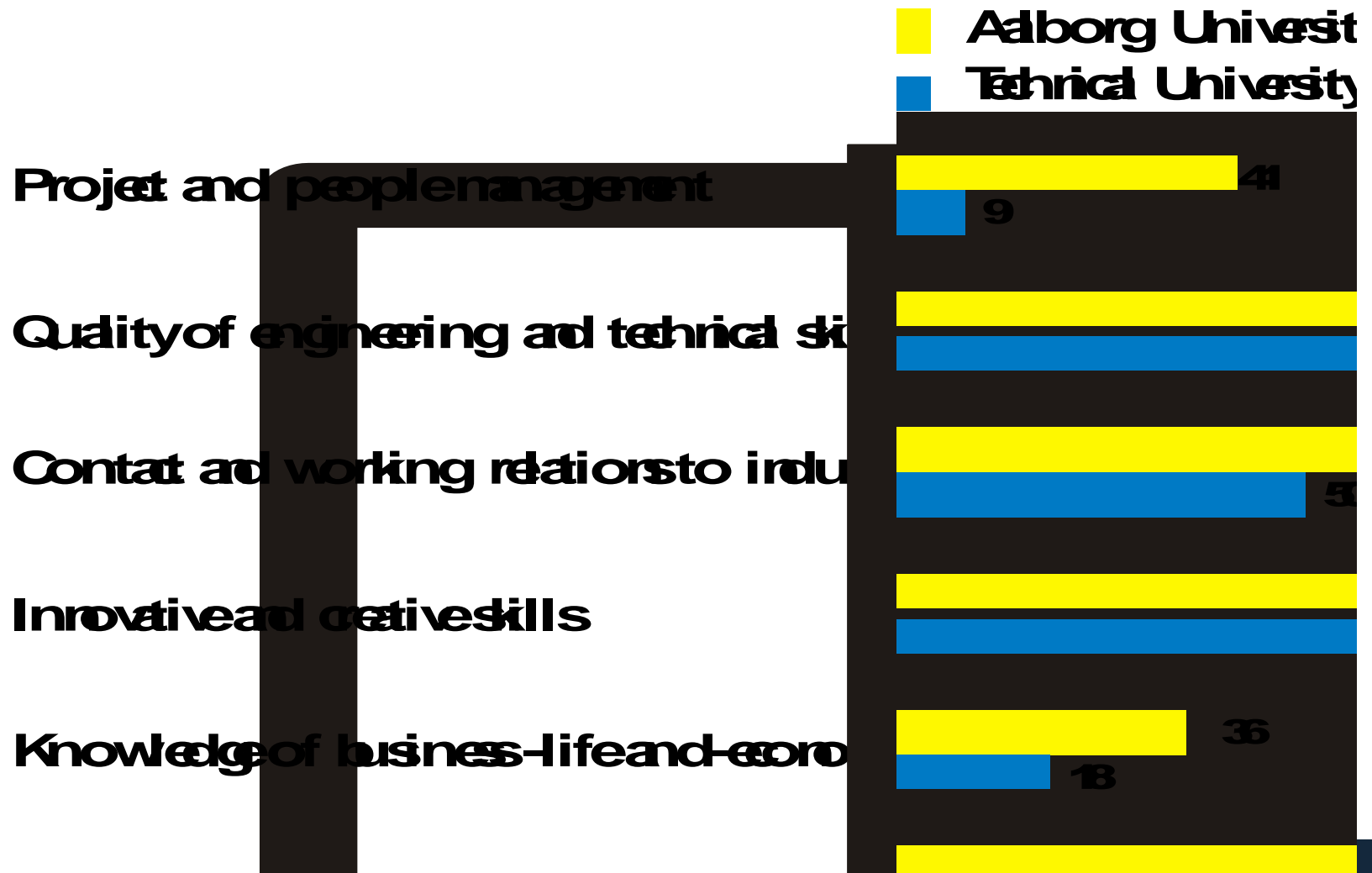Theory-practice relation
Interdisciplinary learning
Exemplary learning
Meta-learning/ Double loop learning

PBL- dimensions

Subject based $\longleftrightarrow$ Problem based

Tasks $\longleftrightarrow$ Cases $\longleftrightarrow$ Projects

Specialisation $\longleftrightarrow$ Contextualisation

Teacher directed $\longleftrightarrow$ Participant directed

Individual learning $\longleftrightarrow$ Peer learning $\longleftrightarrow$ Communities of practise

Disciplinary $\longleftrightarrow$ Interdisciplinary $\longleftrightarrow$ Trans-disciplinary

Knowledge $\longleftrightarrow$ Skills $\longleftrightarrow$ Competences

Abstract learning $\longleftrightarrow$ Exemplary learning

Theory $\longleftrightarrow$ Practise

3

Why PBL: Efficient and rewarding

Aalborg Universit

Technical University

Project and people management — 41 / 9

Quality of engineering and technical ski

Contact and working relations to indu — 50

Innovative and creative skills

Knowledge of business-life and-econo — 36 / 18

Problem Orientation

- **An unsatisfactory situation**
  - E.g. The build-up of greenhouse gases (GHGs) threatens to set the Earth inexorably on the path to a unpredictably different climate. (UNEP, 2009)

- **An unutilised potential**
  - E.g. Energy efficient buildings.

- **Unknown impacts**
  - Of new (and old) chemicals, materials, products and technologies.

Project orientation:

- Unique and complex task $\Rightarrow$ TEAMWORK
- A creative and iterative process.
- Time limited
- Goal-oriented
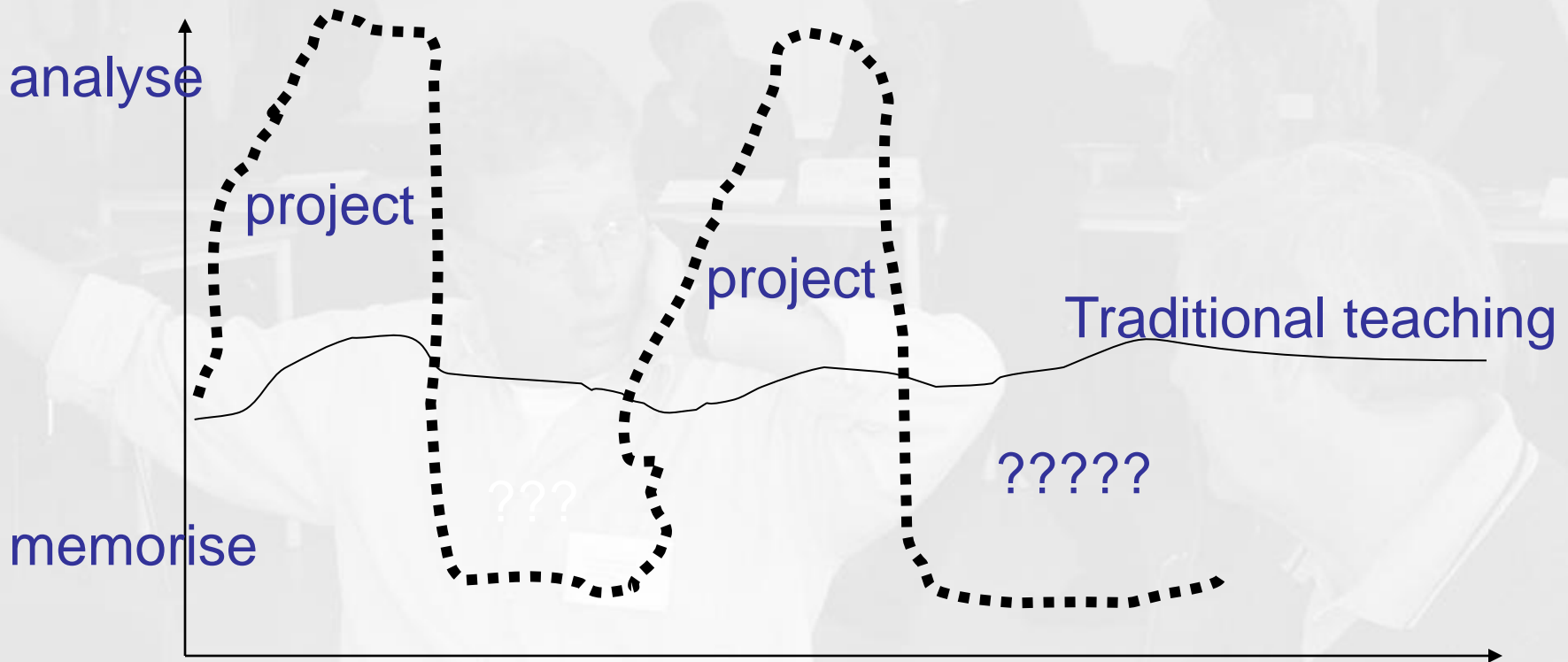- Documented result
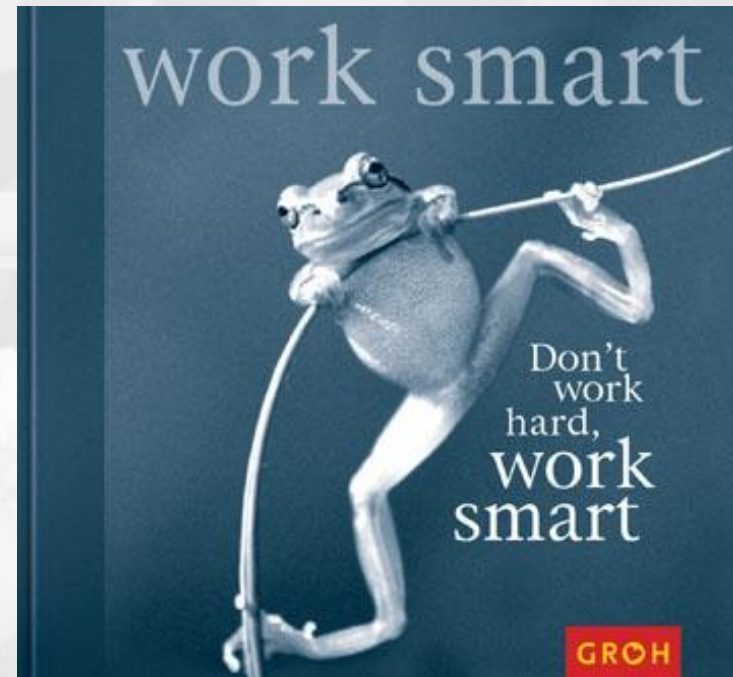
Group work

LEARNING BY DOING!!

But supported by:

- PBL course; status seminars; portfolio writing
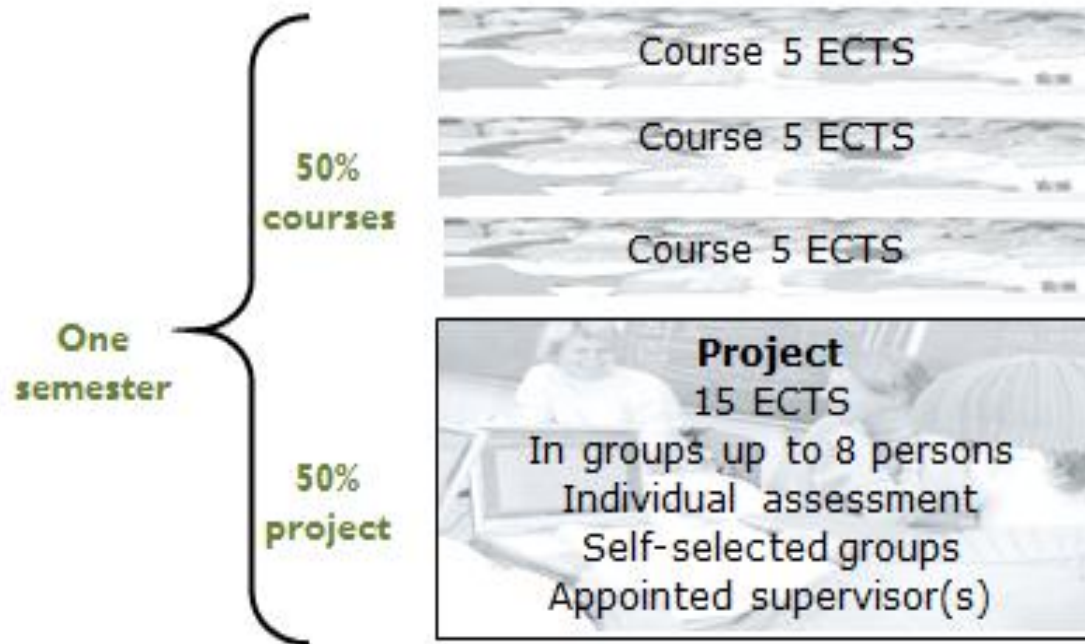- Their private learning lab

Why group work?

© Billede: www.potential.dk

Knowledge gaps ?

The one who understands - do not need memorising?

9

The Aalborg PBL Model

One semester

50% courses
- Course 5 ECTS
- Course 5 ECTS
- Course 5 ECTS

50% project
- **Project** 15 ECTS
  In groups up to 8 persons
  Individual assessment
  Self-selected groups
  Appointed supervisor(s)

1 ECTS (European Credit Transfer System) = 30 working hours

11

Some weeks in a student's life

…..a week in February

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	PBL in STS	Statics	Math	PBL in STS	Math
Afternoon	Mechanics of materials	Project	Other	Project	Project

…..a week in April

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	PBL in STS	Project	Statics	Math	Project
Afternoon	Math	Project	Other	Project	Project
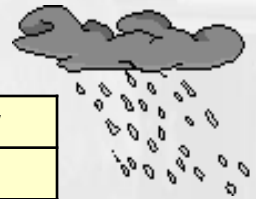
…..a week in May

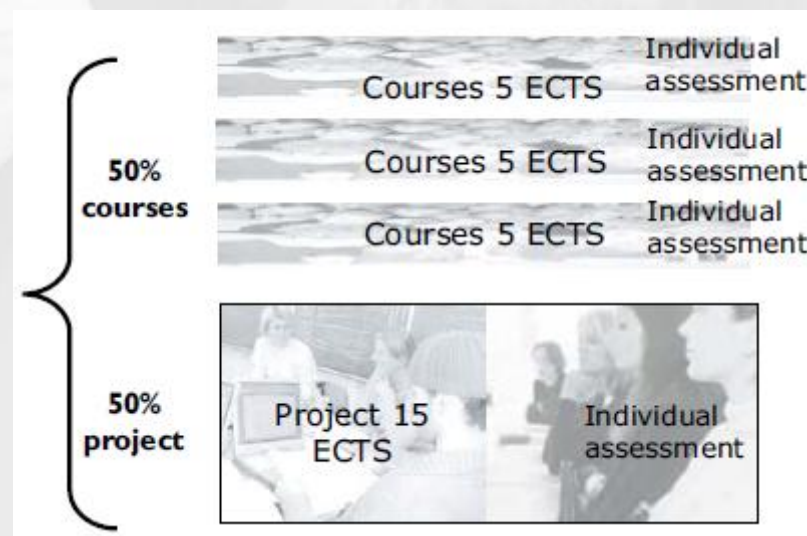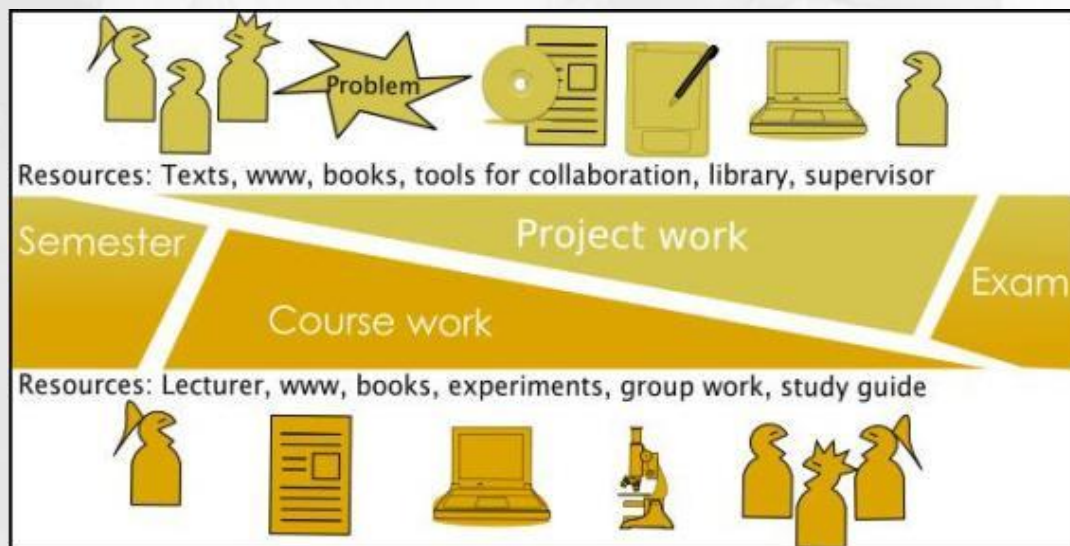|	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Project	Math	Project	Math	Project
Afternoon	Project	Project	Other	Project	Project

11

Semester structure
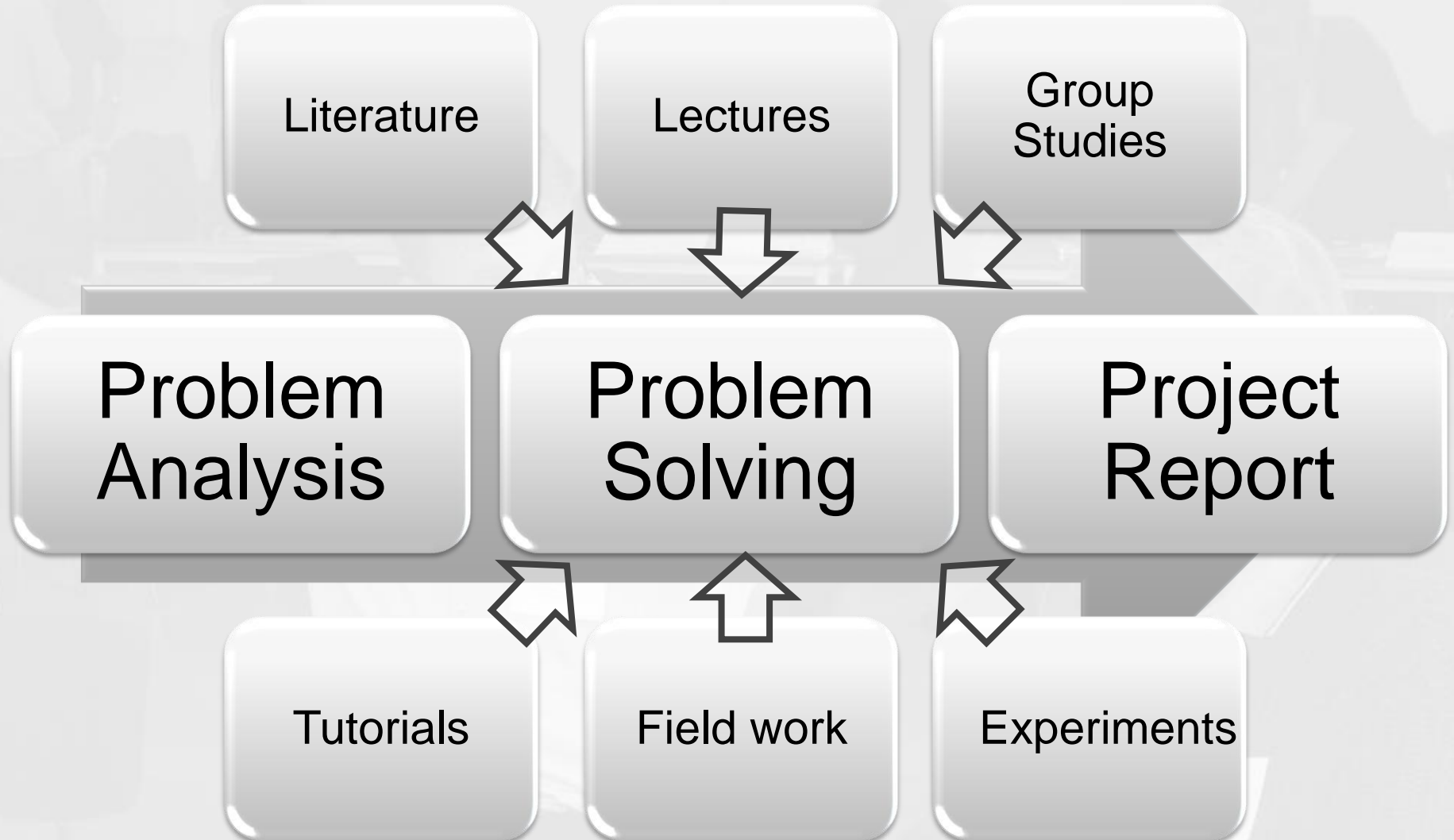
(slide prepared by Thomas Ryberg)

50 %   Project work : a major assignment within a given subject-related framework determined for each semester (thematic framework). (15 ECTS)

50 %

Course work – 3 x 5 ECTS modules with an exam

The project process

(slide prepared by Thomas Ryberg)

Literature

Lectures

Group Studies

Problem Analysis

Problem Solving

Project Report

Tutorials

Field work

Experiments

Generation of social relations, new knowledge, methods and tools
e.g. by:
- Peer learning
- Literature studies or interviews
- Participating in courses, seminars ect.
- Supervisor meetings

Generate
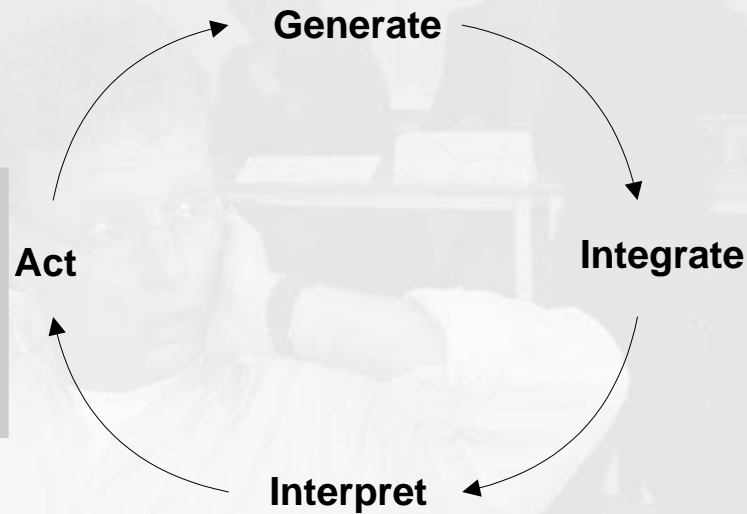
Action - relating know how and know why
e.g. by:
- experimenting
- document experiences
- assessing the potential for improvements

Act

Integrate

Integration of knowledge
e.g. by:
- project presentations
- Sharing documents

Interpret

Collective interpretation of information
e.g. by
- translating and discussing related to project context
- getting values about the issues out in the open
- making room for an ongoing dialog and critique

Adjusted model based on Dixon, 1999.

AALBORG UNIVERSITY

What is so specific about The Aalborg model:

- The group rooms
- The type of problems
- The length of the project
-    period
- The attention towards the
-     learning process
- Group based assessment
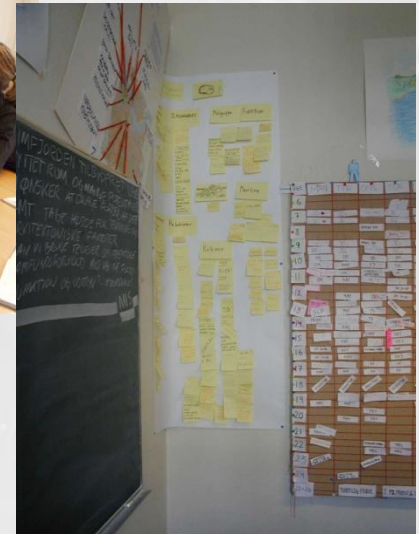
- and a strong group commitment

PBL-hints

- Make students define a problem themselves within a given theme and point out possible solutions.

- Make students relate to the broader ecological and socio-cultural context.

- Change role from teacher to facilitator

- Make room for discussion among students.

- Make the students find relevant literature by them selves.

- Make students reflect on their learning experience

- Collaborate with external partners – make the problem real…

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TEMPUS MEETING
APRIL 30, 2013

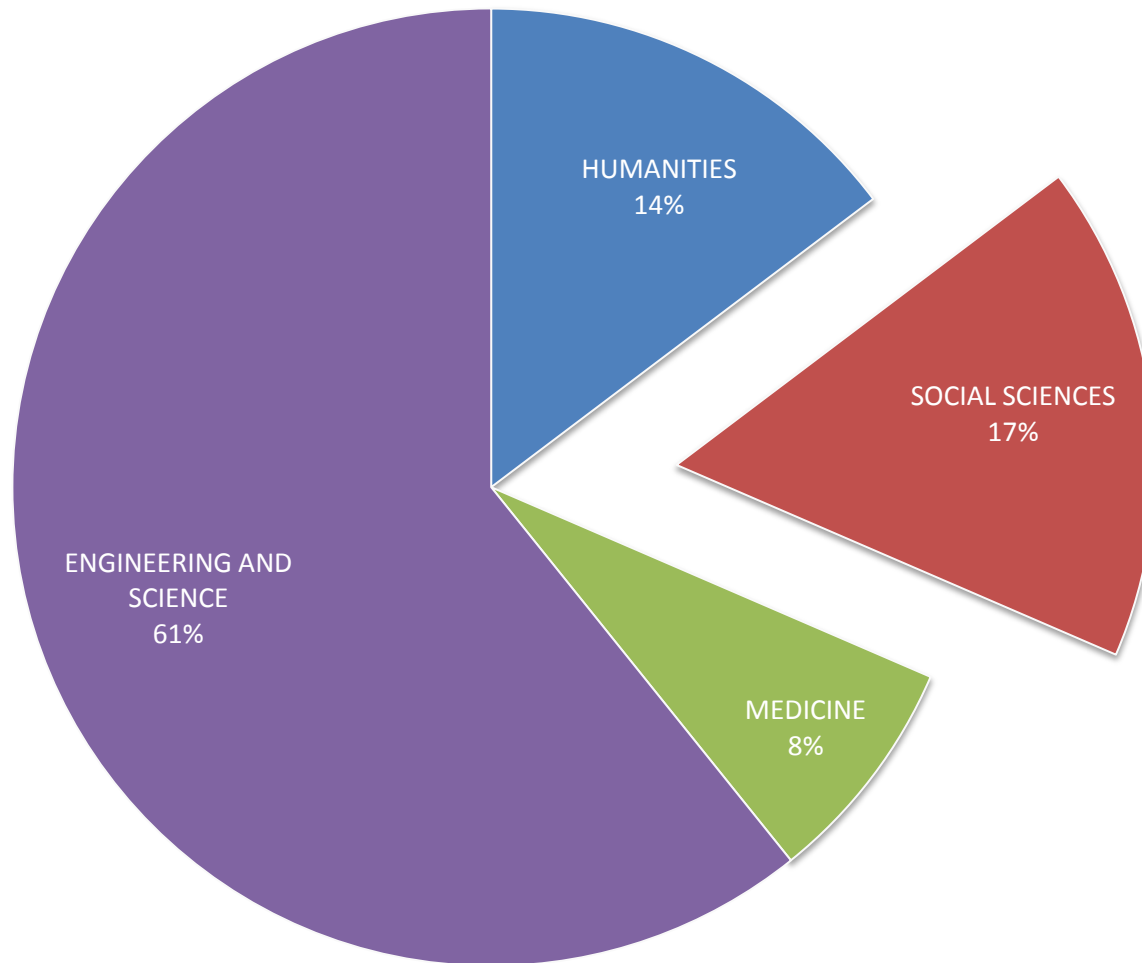**Faculty of Social Sciences**
Aalborg University

DEAN HANNE KATHRINE KROGSTRUP

AALBORG UNIVERSITY
DENMARK

SHARE OF TOTAL INCOME 2013

HUMANITIES
14%

SOCIAL SCIENCES
17%

ENGINEERING AND
SCIENCE
61%

MEDICINE
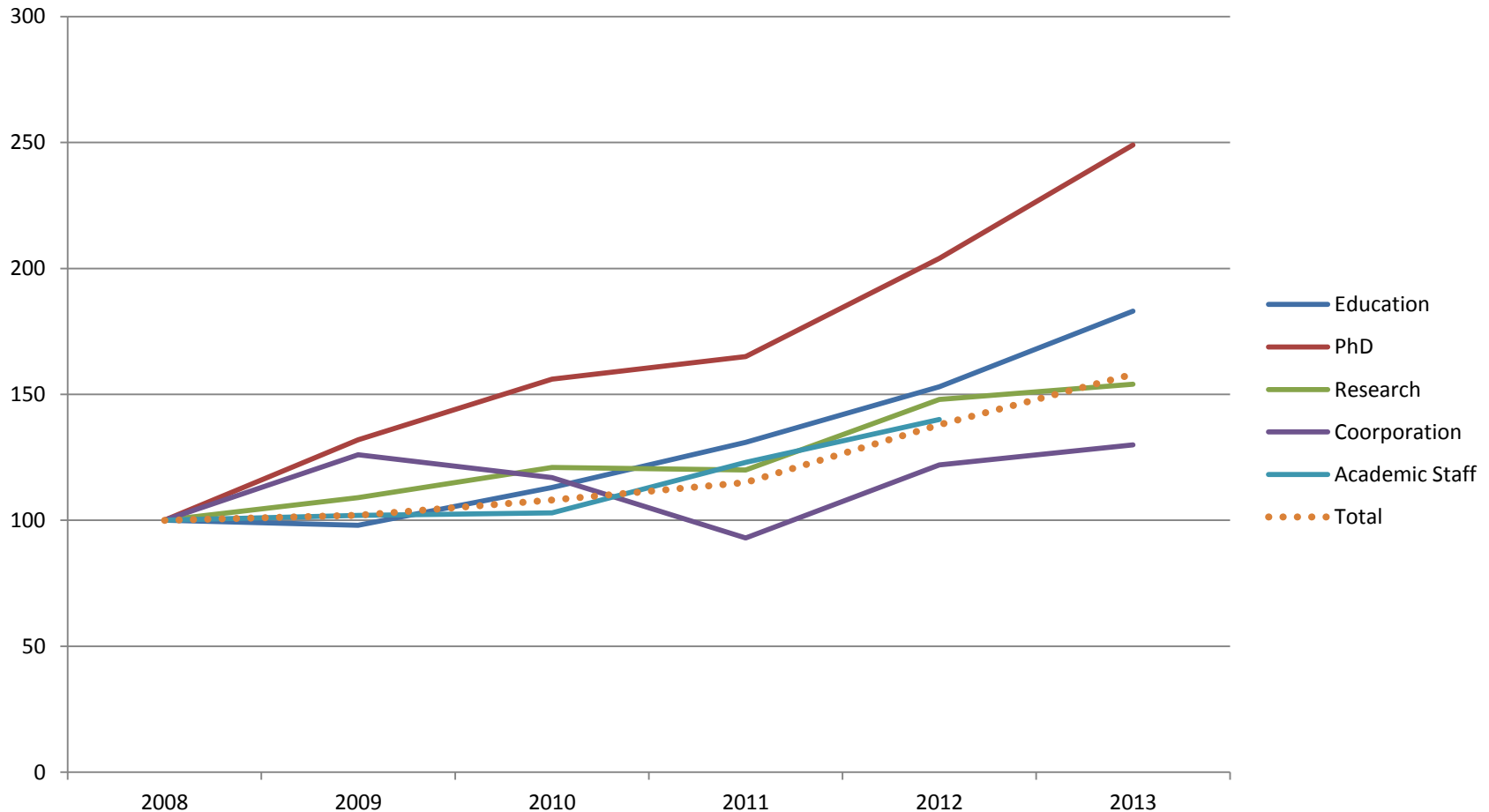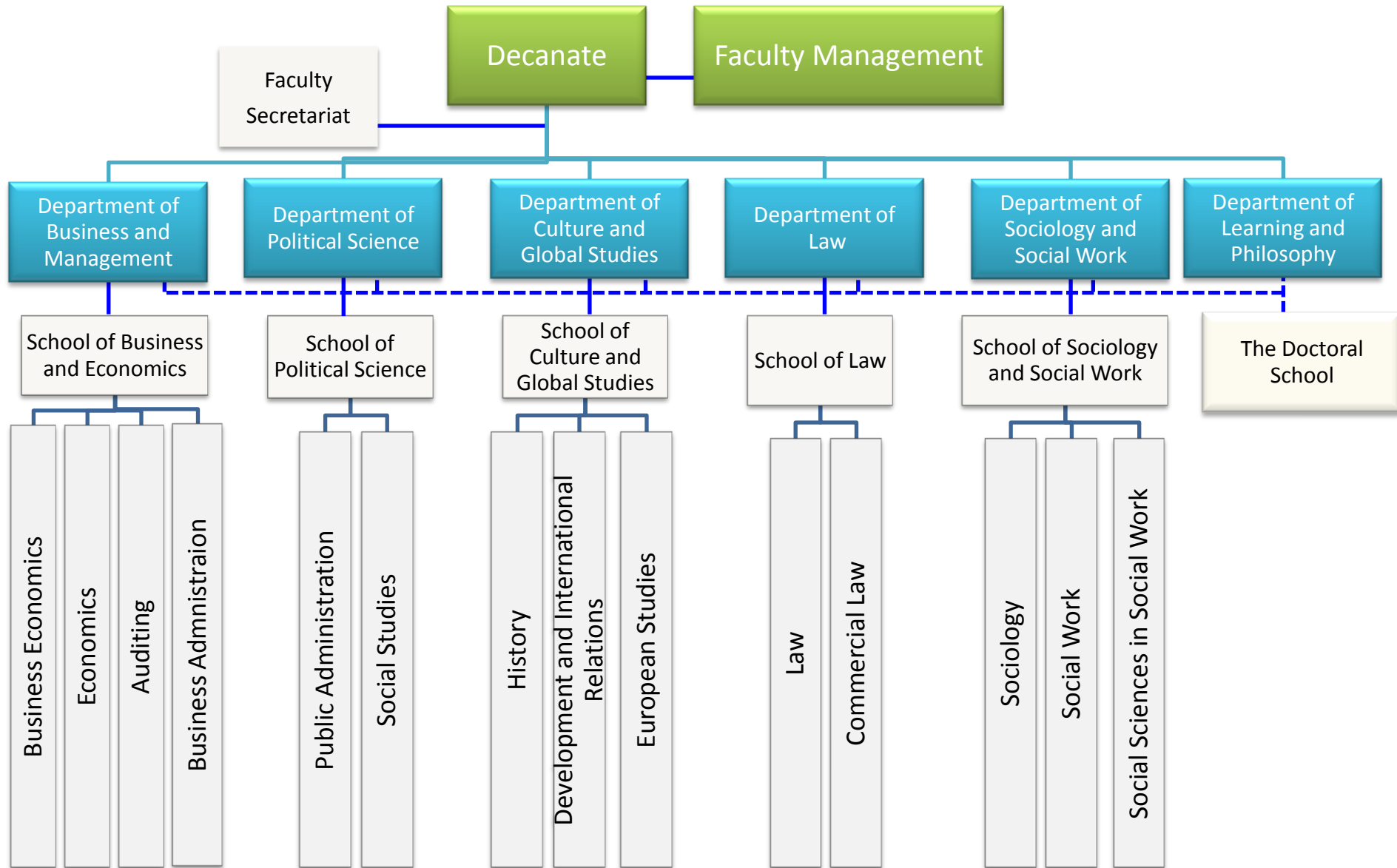8%

INCOME, SOCIAL SCIENCES 2008 - 2013

Goal:

➢ Turn the negative development projections from 2010
➢ Create a "larger engine" for developing the Faculty
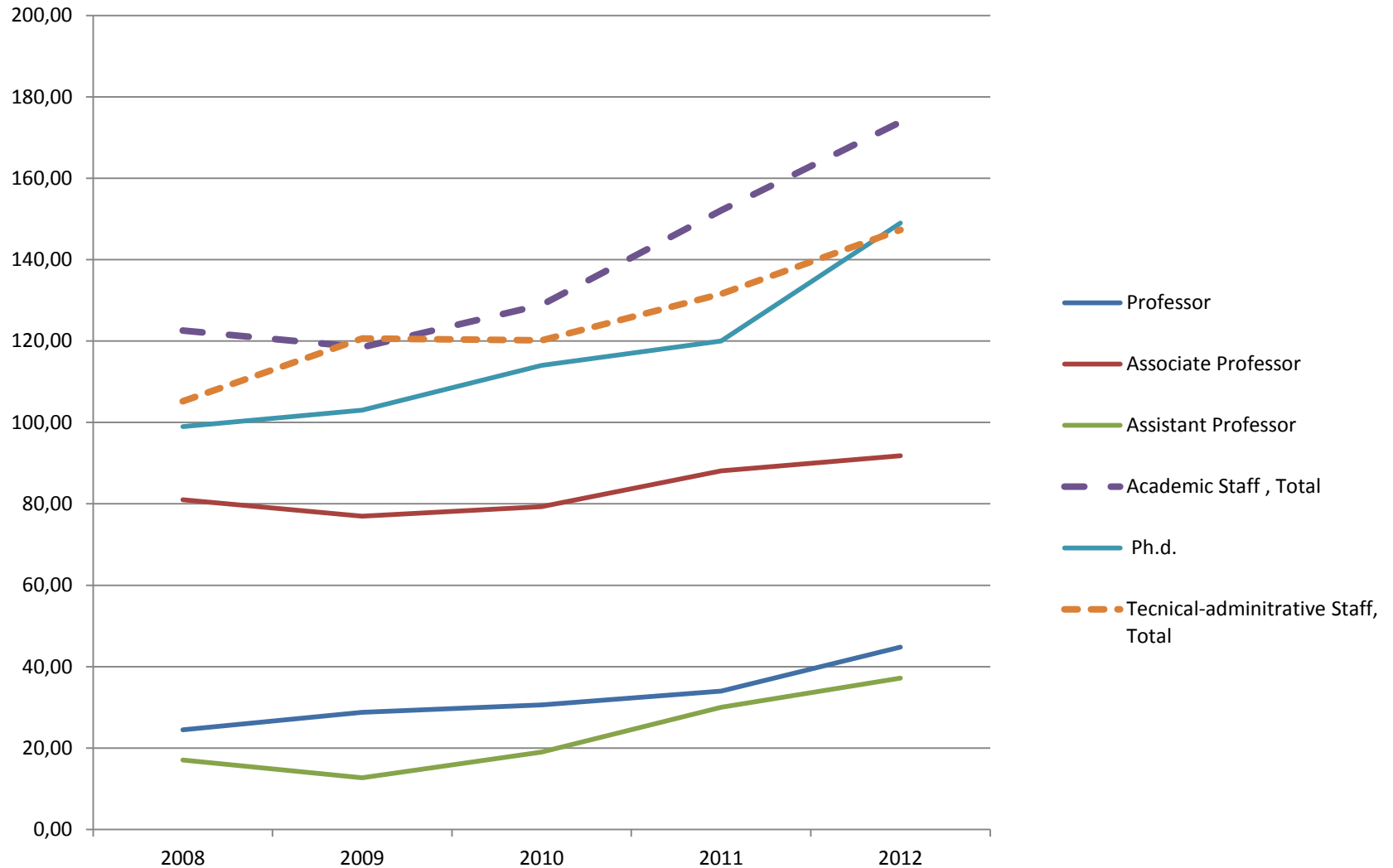
ORGANISATIONAL CHART
FACULTY OF SOCIAL SCIENCE

Decanate

Faculty Management

Faculty Secretariat

Department of Business and Management

Department of Political Science

Department of Culture and Global Studies

Department of Law

Department of Sociology and Social Work

Department of Learning and Philosophy

School of Business and Economics

School of Political Science

School of Culture and Global Studies

School of Law

School of Sociology and Social Work

The Doctoral School

- Business Economics
- Economics
- Auditing
- Business Admnistraion

- Public Adminstration
- Social Studies

- History
- Development and International Relations
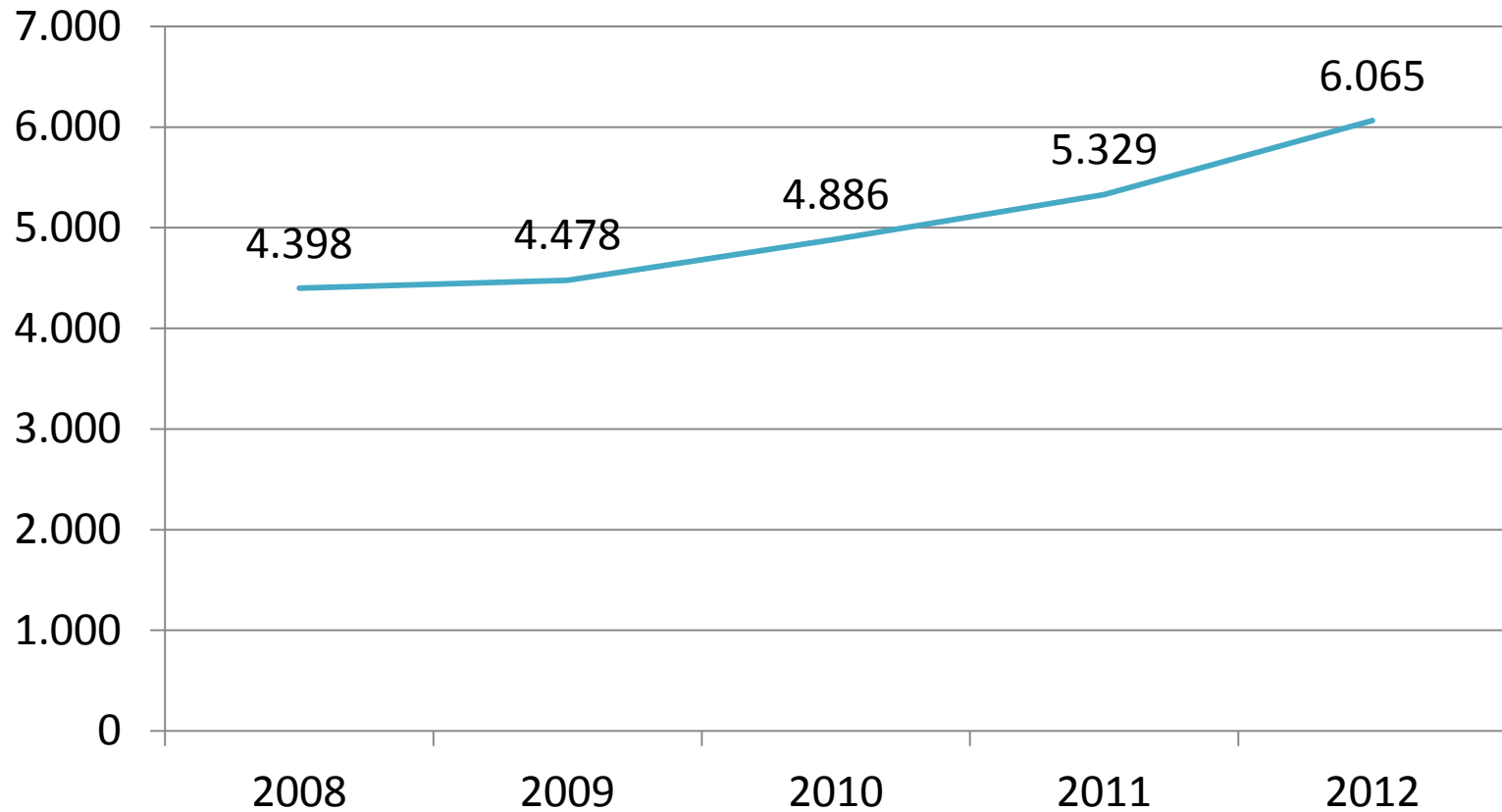- European Studies

- Law
- Commercial Law

- Sociology
- Social Work
- Social Sciences in Social Work

EMPLOYEES AT THE FACULTY OF SOCIAL SCIENCES 2008 – 2012, FULL-TIME EQUIVALENT

STUDENTS AT THE FACULTY OF SOCIAL SCIENCES, 2008 - 2012

As of October 1

TEMPUS - 30 APRIL, 2013
H A N N E   K A T H R I N E   K R O G S T R U P
F A C U L T Y   O F   S O C I A L   S C I E N C E S
A A L B O R G   U N I V E R S I T Y

6

RESEARCH

B I B L I O M E T R I − BFI*/full-time equivalent at the Faculty was 3.3 in 2011 – while the average for Faculties of Social Science in Denmark was 2.5
(*BFI = Danish Bibliometric Research Indicator)

E X T E R N A L L Y   F U N D E D   R E S E A R C H   increased from 23 mio. in 2009 and 15 mio. in 2010 to 50 mio. in 2011 and 49 mio. in 2012

P H D   I N T A K E increased from 17 in 2008 to 52 in 2012

COMMUNICATION

Q S   R A N K I N G (Quacquarelli Symonds) University World Ranking :
Top 700 universities in the world

The Faculty's rank:
- ➢ 2011 – not ranked
- ➢ 2012 – 395

F A C U L T Y   O F   S O C I A L   S C I E N C E S   I N   T H E   M E D I A
- ➢ In 2011: 2 (of 5) most quoted legal experts in Denmark were from the Faculty
- ➢ In 2011: 3 (of 5) most quoted experts within Social Sciences were from the Faculty

TEMPUS - 30 APRIL, 2013
H A N N E   K A T H R I N E   K R O G S T R U P
F A C U L T Y   O F   S O C I A L   S C I E N C E S
A A L B O R G   U N I V E R S I T Y

7

The Eight Stage Process of Creating Change

1. ESTABLISHING A SENSE OF URGENCY

Examining the position of the Faculty
- Number of PhDs, external funding and number of academics were on the decline, while activity at other faculties were increasing

Identifying and discussing the potential or major opportunities

- Meeting with the staff and answering the question "WHY is it important?"

- Having a 10-point plan, and making arguments which are understood by the culture (speak to the analyst, emotions, and drivers)

- Being dynamic

Inspired by:
-Kotter, John P (1996): Leading Change, Harward Business Review Press
-Willie Pietersen 2010: Strategic Learning. How to be smarter than your competition and turn key insight into competitive advantage ; John Wiley 6 Sons, Inc.
(Kotter reproduced in bold letters in the text above)

2. CREATING THE GUIDING COALITION

- Head of Departments (a group with enough power to create change)

- Making a strong team based on trust, power and mutuality

- Creating transparency in economy, directions and thoughts

- A well-qualified secretariat with the necessary qualifications to ensure not only day-to-day operations but also ongoing development

Inspired by:
-Kotter, John P (1996): Leading Change, Harward Business Review Press
-Willie Pietersen 2010: Strategic Learning. How to be smarter than your competition and turn key insight into competitive advantage ; John Wiley 6 Sons, Inc.
(Kotter reproduced in bold letters in the text above)

3. DEVELOPING A VISION AND STRATEGY

Developing a strategy

- Your competitive focus as to what your faculty will and will not offer the chosen stakeholders

- Your winning proposition which defines what your faculty will do differently from your competitors and hence create greater value for your stakeholders

- Key priorities which define the most important actions the faculty will take in order to achieve the winning proposition – those few things that will make the biggest difference

Inspired by:
-Kotter, John P (1996): Leading Change, Harward Business Review Press
-Willie Pietersen 2010: Strategic Learning. How to be smarter than your competition and turn key insight into competitive advantage ; John Wiley 6 Sons, Inc.
(Kotter reproduced in bold letters in the text above)

4. COMMUNICATING THE CHANGE VISION

- Using every opportunity to communicate the vision and the strategy

- Speaking in a language which is accepted by the culture at the Faculty, while knowing when and how far you can push the organization to the cusp of, or even beyond a negative reaction

Inspired by:
-Kotter, John P (1996): Leading Change, Harward Business Review Press
-Willie Pietersen 2010: Strategic Learning. How to be smarter than your competition and turn key insight into competitive advantage ; John Wiley 6 Sons, Inc.
(Kotter reproduced in bold letters in the text above)

5. EMPOWERING BROAD-BASED ACTION

Changing systems or structure that undermine the change vision

- Decentralizing the budget, responsibility and decisions from the Dean to the Department Managers

- The Study Secretaries monitor the performance and development in completion of study

- The Department Secretaries are actively involved in identifying economic savings

- The vision is for all employees at the Faculty to be key players in terms of running and managing the Faculty

Inspired by:
-Kotter, John P (1996): Leading Change, Harward Business Review Press
-Willie Pietersen 2010: Strategic Learning. How to be smarter than your competition and turn key insight into competitive advantage ; John Wiley 6 Sons, Inc.
(Kotter reproduced in bold letters in the text above)

TEMPUS - 30 APRIL, 2013
H A N N E   K A T H R I N E   K R O G S T R U P
F A C U L T Y   O F   S O C I A L   S C I E N C E S
A A L B O R G   U N I V E R S I T Y

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6. GENERATING SHORT-TERM WINS

Planning for visible improvements in performance, or "wins"

Creating those wins
- Regular staff meetings, emphasizing success
- Benchmarking against relevant Faculties in Denmark and the other Faculties at Aalborg University
- Always staying positive and dynamic – underplaying negative tendencies. If negative tendencies are pointed out, this should only happen within a select group.

Visibly recognizing and rewarding people who made the wins possible
- Publication and celebration of academic achievements, e.g. PhD- and Doctoral-Dissertations (with a photo in the newspaper)
- Sending an appreciative-mail each time I see one of our researchers on television and when someone succeeds in attracting external funding on a large scale
- Not being afraid of singling out employees for their special efforts
- Nominating our researcher to prizes and committees
- Appointing instructor of the year
- Decorations, Medals of Honour

7. CONSOLIDATING GAINS AND PRODUCING MORE CHANGE

Using increased credibility to change all systems, structures, and policies that don't fit together and don't fit the transformation vision
Changes:
- Open on Wednesdays; decentralized budget; economic transparency; visible incentive structures; regular wage negotiations with the professors; changes allocation between teaching and research; creation of visible strategy; gathering the research group leaders

Hiring, promoting, and developing people who can implement the change vision
- New management at the Faculty went through coaching sessions - in a tree top!

Reinvigorating the process with new projects, themes, and change agents
Examples of bringing new change agents into play:
- Study Secretaries, Department Secretaries, Research leaders, a Development-oriented Department at the Faculty - enabling proactivity

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8. ANCHORING NEW APPROACHES IN THE CULTURE

Creating better performance through customer- and productivity-oriented behaviour, more and better leadership, and more effective management

Articulating the connections between new behaviours and organizational success

- Decentralization, Financial Management, Transparency

Developing means to ensure leadership development and succession
- Taking care that the old culture does not get to overwhelm the new one – The old and the new cultures are not compatible

- Acknowledging the bearers of the new culture

- Taking care of the core values – whether you embrace them or not, acknowledging and respecting people's values

- Sometimes, the only way to change a culture is to change or replace key people

Aalborg University
Denmark