

Summary of actions — PBL

Action	Activities	Agents
<p>3.1</p> <p><i>We will identify existing research results of our PBL practice. Moreover, a number of research and educational development projects will be launched; these will further explore and challenge AAU's PBL practice and create development of this practice. The purpose is to document the knowledge and effect of PBL through existing and new knowledge. Set themes will be the use of IT in PBL and the motivation and learning experienced by students.</i></p>	Mapping of existing PBL knowledge and people	<p>Overall responsibility: <i>Rasmus Antoft</i></p> <p>Decision-making authority: <i>The Executive Management</i></p> <p>Executive responsibilities: <i>The PBL Academy and the Council for Education</i></p> <p>Expert contributions/other involvement: <i>Heads of schools, PBL researchers, the PBL Academy and the faculties</i></p> <p>Implementation responsibility: <i>Council for Education</i></p> <p>Follow-up responsibility: <i>Rasmus Antoft</i></p>
	PBL development projects	
	PBL research project	
	Dissemination of PBL, including formulation of a strategy for communication	

Summary of actions — PBL

Action	Activities	Agents
<p>4.1</p> <p><i>As part of AAU's quality assurance of study programmes, AAU's basic PBL principles are being continuously reassessed. The aim is to further develop our problem based learning model so as to ensure that the model will continue to accommodate the learning and competence-related needs of students and society. A first step will be to integrate IT directly in the model.</i></p>	<p>Analysis of relevant quality areas with a view to integrate PBL</p>	<p>Overall responsibility: Inger Askehave Decision-making authority: The Executive Management Executive responsibilities: The steering group for quality assurance Expert contributions: PBL Academy, Learning Lab, AAU UNESCO Centre and schools Implementation responsibility: The steering group for quality assurance Follow-up responsibility: Inger Askehave</p>
	<p>PBL principles will be integrated with the quality assurance system.</p>	
	<p>On the basis of the quality assurance effort, the PBL principles will be currently reassessed.</p>	

Summary of actions — PBL

Action	Activities	Agents
<p>5.1</p> <p><i>The schools will develop their programmes on the basis of the basic PBL principles updated in 2015.</i></p>	<p>Policy development Development of a policy for the elements required for study programmes to comply with the PBL principles.</p>	<p>Overall responsibility: Rasmus Antoft Decision-making authority: The Executive Management Executive responsibilities: The steering group for quality assurance Expert contributions: Heads of schools and study board chairs Implementation responsibility: The steering group for quality assurance Follow-up responsibility: Rasmus Antoft</p>
	<p>Identification The schools will examine their study programmes to survey how these comply with the principles revised in 2015 and to identify measures to be taken to rectify any deficiencies.</p>	
	<p>Implementation of initiatives Schools will implement the necessary initiatives to ensure that all programmes in the school comply with the PBL principles revised in 2015.</p>	
	<p>The process is repeated on the basis of updated PBL principles</p>	

Summary of actions — PBL

Actions	Activities	Agents
<p>5.2</p> <p>The systematic introduction to PBL of students in all programmes will be ensured.</p>	<p>Formulation of principles for introduction to PBL in individual schools.</p>	<p>Overall responsibility: Rasmus Antoft Decision-making authority: The Executive Management Executive responsibilities: Council for Education Expert contributions/other involvement: Schools, PBL Academy and the Steering Group for Quality Assurance Implementation responsibility: Council for Education Follow-up responsibility: Rasmus Antoft</p>
	<p>The formulated principles for introduction to PBL will be implemented in all study programmes.</p>	

Summary of actions — PBL

Action	Activities	Agents
<p>5.3</p> <p>The integration of PBL as an explicit learning objective in all curricula and regulations will be ensured.</p>	<p>Discussion and formulation of PBL learning objectives</p> <hr/> <p>Implementation of PBL learning objectives in the curriculums and regulations of all study programmes</p>	<p>Overall responsibility: Rasmus Antoft</p> <p>Decision-making authority: The Executive Management</p> <p>Executive responsibilities: Dean’s offices and the Council for Education</p> <p>Expert contributions/involvement: schools, the PBL Academy</p> <p>Implementation responsibility: Dean’s offices/councils for education</p> <p>Follow-up responsibility: Rasmus Antoft</p>

Summary of actions — PBL

Action	Activities	Agents
<p>5.4</p> <p><i>New staff will receive systematic introduction to PBL, and the heads of departments will prepare a plan to ensure the on-going upgrading of the PBL and IT competences of teaching staff.</i></p>	<p>It will be ensured that the competence development policies of all departments contain requirements about PBL introduction for new staff and continuous upgrading of their competences.</p>	<p>Overall responsibility: Rasmus Antoft Decision-making authority: The Executive Management Executive responsibilities: Dean's offices and the Steering Group for Quality Assurance Expert contributions/other involvement: Schools, the PBL Academy, AAU UNESCO Centre and Learning Lab Implementation responsibility: Dean's offices and the Steering Group for Quality Assurance Follow-up responsibility: Rasmus Antoft</p>
	<p>Updating HR examples of staff appraisal interview templates so as to make sure that the obligatory upgrading of PBL qualifications is visible in these.</p>	
	<p>Updating the template for the obligatory teaching portfolio, focusing on the upgrading of PBL qualifications.</p>	
	<p>Rendering visible existing introductory and upgrading courses in PBL, and possibly developing new such courses.</p>	