

## Guidance for new international teachers at SDU

SDUUP recommends providing the following guidance for new international teachers at your faculty. The guidance comprises four sections, illustrated with TEK Faculty recommendations.

**1. [Danish Ministry of Higher Education](#)** – links to key documents and regulations relevant for course planning, teaching and assessment. Please note as most documents are only available in Danish, each faculty needs to ensure that non-Danish staff are aware of regulations which affect their role as teachers in Danish HE.

**2. [SDU's information on Teaching, Learning and Assessment \(T, L & A\) at SDU which is relevant to all faculties](#)**

**3a. [Faculty information on T, L & A](#)** – include faculty teaching philosophies, policies on T, L and A.

**3b. [Department or Institute information on T, L & A](#)**

**3c. [Programme of Study and Study Board](#)**

**4. [Danish Educational Culture](#)**

**5. [Recommendations for Onboarding of International Staff](#)**

### 1. Danish Ministry of Higher Education - Ministerial Requirements

[European Qualification Framework for Education](#)

[Danish Qualifications Framework for HE](#) web page

[Danish Qualifications Framework pdf](#)

[Danish Grading system](#)

[HE Course Assessment](#) – includes course assessment and the role of the censor (external examiner)

[Danish legislation on assessment and recognition of foreign qualifications](#)

Questions of special interest from international teachers:

- Internal and external censorship -- why is it, and how it works?
- I detected plagiarism/etc. What do I do? What's the process?
- The processes whereby students can object to a grade/take a reexam/etc.?

#### **TEK recommendation:**

*'Rammesætning, så en udenlandsk underviser får et indblik i, hvordan det danske uddannelsessystem er sammensat og hvilken bekendtgørelse (eksamensbekendtgørelse, censorbekendtgørelse etc) der ligger bag udarbejdelsen af studieordninger og tilhørende kursusbeskrivelser. Hvordan uddannelsesadministrationen fungerer og hvad man må og specielt IKKE må som underviser.'*

## 2. SDU's information on teaching, learning and assessment

### [Principles for active learning](#)

These principles inform teaching and learning across all five faculties and their associated Programmes of Study at SDU.

### [The Centre for Teaching and Learning/SDUs Universitetspædagogik \(SDUUP\)](#)

SDUUP consultants and educational and e-learning consultants based in the faculties are tasked with supporting teachers and Programmes of Studies with the implementation of active teaching and learning in online, blended and face to face courses. You are welcome to contact SDUUP with your queries about teaching, learning or assessment.

#### SDUUP Resources

- [SDUUP's homepage](#) includes information about all SDUUP activities and resources.
- [Resources to support online teaching and learning.](#)
- [Resources to support online exams](#)
- [Courses on teaching and learning and assessment](#) – available free to all SDU staff. Updated continuously.
- Brown Bag lunch time, online meetings for international teachers where SDUUP consultants facilitate discussions and Q&A about teaching, learning and assessment. [Find the date and Zoom link here for the next meetings.](#)
- Teaching focused resource page designed for international teachers at SDU but relevant for all new teachers: See [Donna Hurford's padlet for international teachers](#)

## 3a. Faculty information on teaching, learning and assessment

[Faculty Educational System/philosophy](#) scroll to the end of the page after the principles for active learning

Questions of special interest from international teachers:

- SKTs (or whichever system replaces it) and other formal/informal expectations from teachers?
- Student Evaluations -- how they work, and in which sense they are part of expectations?
- Teaching in Danish -- whether and when we are expected to switch to Danish?
- How different types of exams (portfolio, oral...) are prepared and implemented?

#### TEK Example

*'DSMI (Den Syddanske Model for Ingeniøruddannelse)*

- *Er vigtigt for at forstå den kontekst som TEK's uddannelser skal ses i. Det er naturligvis rent TEK, men det vigtige er at underviseren forstår at hans/hendes kursus er en integreret del af en helhed og derfor ikke kan ses og planlægges isoleret.*

*Group work – Collaborative learning*

- *Vigtigt at forstå, at læring også i høj grad foregår udenfor klasserummet i samarbejde med andre studerende.*

*Project work and supervision contra classroom teaching*

- *En forståelse for forskellen mellem projektvejledning/projektorienteret undervisning i forhold til mere klassisk undervisning.'*

- [Course descriptions using ODIN available here](#): guidance on course descriptions, link to relevant administrative support, dates for course description revalidation and editing
- How courses are administered, whether this is Faculty or Department level
- Practical information – course timetables, booking teaching rooms, course assessment timetables.

#### **Recommended by TEK**

- 'Introducere til fagbeskrivelser og hvorfor disse skal være godkendte af studienævnet før undervisningstilmelding.
- Udvikling af fag via fagbeskrivelser, som godkendes af studienævn.
- Fagbeskrivelser skal følges. Studienævnet skal ansøges om ændringer, hvis der opstår behov for det.'

### **3b. Department or Institute information on Teaching, Learning and Assessment**

Teaching, Learning and Assessment information specific to the Department.

If available, include Departments' information on the grading system such as a percentage equivalence table for the Danish grading system, portfolios of students work which benchmark grades and marking policies.

### **3c. Programme of Study and Study Board**

Programme of Study Leader/s name and contact details .....

Secretary name and contact details .....

Information about the programme .....

## **4. Danish Educational Culture**

#### **TEK recommendation**

*'Perspektivere det danske uddannelsessystem og den danske studerende i et kulturaspekt.'*

## **5. Recommendations for Onboarding**

Make a plan to onboard the new colleague.

Match new international colleagues with a Danish mentor or a mentoring group of Danish and more established international colleagues, who can guide them through the organisational requirements and cultural nuances.

Provide an online FAQs page with clear information on who to contact with different queries. Upload a Faculty/Department version of the guidance sheet and distribute by email.

Provide link to [Donna Hurford's padlet for international teachers](#) and inform about Brown Bag meetings for international teachers, information available from [SDUUP's list of courses](#)

Include time in Dept/Programme meetings for Q&A on how things work in the Dept/Programme.

Arrange a time for the new colleague to be introduced to the guidance and to have time for Q&A – introduce the new colleague to the relevant administrative staff and explain their roles.

Check the colleague knows they can contact the International Staff Office (ISO) for social, partner and family settlement and legal questions.

If needed, introduce the colleague to an [SDUUP consultant](#) who will meet with them and outline how they can support them.

**Suggestions from an international teacher:**

1. A one-page essentials checklist for new teachers, from the department head that has items like:
  - a) You will be teaching in the \_\_\_\_ program. The study leader is \_\_\_\_\_. Schedule an introductory meeting with them. (Here is a guide for having that discussion.)
  - b) If you need materials for teaching (books, articles), here is how you access them and make them available to students.
2. A guide for an introductory meeting with the study leader. In the same way as with the MUS-samtaler, the guide would have suggested topics for discussion. Something that helps the international teacher (who may also be a novice teacher) align their expectations with the study leader's expectations.