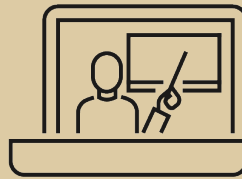
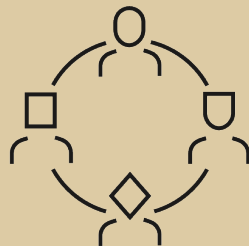
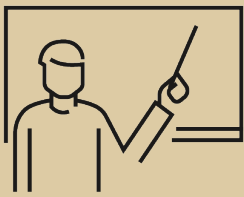


Pedagogical framework for teaching and programmes at the Faculty of Business and Social Sciences



01.01 Background

The Faculty's vision is that *we want to be the Faculty of Business and Social Sciences in Denmark who most intensively and effectively activates knowledge and creates value for society.*

Our educational strategic goal is *that our teaching programmes are in demand, and the staff on our courses work continuously to ensure an optimum fit between the students' competencies and the needs of the labour market in a lifelong learning perspective*

We want to support the students in *becoming solution and action-oriented in relation to significant societal challenges and being able to participate in interdisciplinary collaborations with, among others, the community.*

The academic content and pedagogical approach in the programmes ensure that students acquire strong academic and professional competencies through research-based teaching, e.g. the opportunity to participate in research-like activities, and the students acquire relevant interdisciplinary and transformative competencies¹, including the opportunity for practice involvement and collaboration with fellow students.

01.02 Pedagogical framework and model

The pedagogical framework at BSS applies to all full-time and part-time study programmes offered by the Faculty. The focus is on how students actively acquire and obtain strong academic and professional competencies while also developing their interdisciplinary and transformative competencies.

The pedagogical choices in the programmes and the individual courses must ensure **a variety** of teaching and learning activities based on research-based teaching, practice involvement as well as active teaching and learning.

The pedagogical framework is based on a pedagogical activity model and sets the direction for:

- **The Heads of Studies' and the Study Boards'** assurance of variation and progression in forms of learning throughout the programme
- **The lecturers'** pedagogical and didactic considerations about learning processes in the individual subjects
- **The departments'** dialogue with the lecturers about pedagogical development

¹ https://www.oecd.org/education/2030-project/teaching-and-learning/learning/transformative-competencies/Transformative_Competencies_for_2030_concept_note.pdf

The pedagogical activity model describes how learning, at both course level and programme level, can be realised through participation in a variety of activities, teaching forms and methods of assessment that activate the students' learning in different ways.

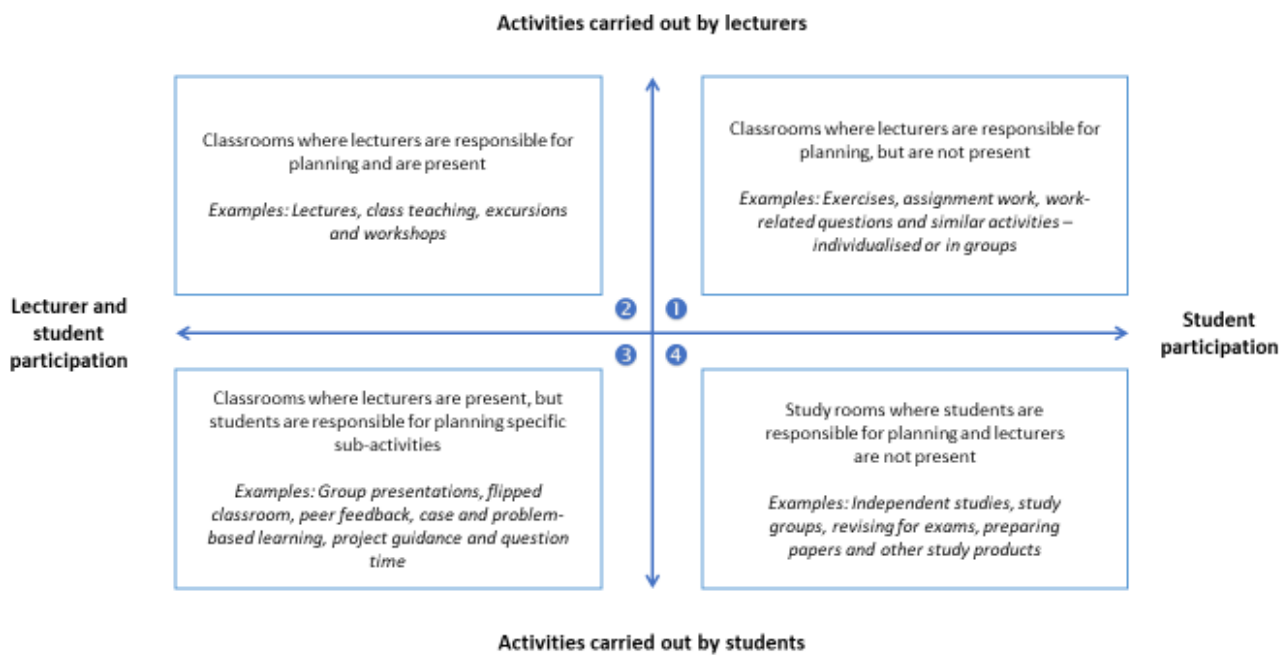


Figure 1: The pedagogical activity model is used at the Faculty of Humanities and the Faculty of Health Sciences as well as at the university colleges²

The model shows that both students and lecturers have different tasks and roles in a learning and educational process.

The 'classic' teaching and learning activities primarily take place in learning environment 2, where the lecturers plan and are in charge of the teaching, as well as learning environment 4, where the students work independently in between the individual lessons.

The pedagogical framework clarifies the potentials in a broad application of all four learning environments during the programme and promotes a more active use of learning environments 1 and 3 to strengthen the students' academic and professional competencies as well as their interdisciplinary and transformative competencies. Potentials for using new teaching and learning methods should be

² https://www.sdu.dk/da/om_sdu/fakulteterne/humaniora/politik_strategi/humanioramodellen

<https://www.ucl.dk/teaching/didaktik/studieaktivitetsmodel>

explored in all four learning environments, but there is a special potential in promoting an active use of new teaching and learning methods in learning environment 2 to ensure a more resource-efficient teaching.

01.03 Underlying principles

The pedagogical framework, which is unfolded in the activity model, is based on SDU's underlying principles for education, where 'Active Teaching and Learning' is implemented as student-centred learning (SCL).

In particular, the underlying principles require that students, together with lecturers and fellow students, are part of a committed learning community characterised by mutual respect, openness and commitment, and that they make an active (full-time) contribution to the education. This applies to the lessons, the independent studies and the collaboration with the other students. Students should also further develop their abilities to independently take responsibility for their academic development.

Similarly, the lecturers are responsible for organising and implementing the teaching in a way that supports the students' active learning in the various learning environments as well as their opportunities for contacting researchers, participating in research-like activities, practical involvement and collaborating with fellow students.

01.04 Implementation

The pedagogical framework is incorporated in the Faculty's implementation note for SDU's policy for educational quality. First and foremost, this determines the overall framework for the pedagogical development work at the departments with regards to education and teaching, including the roles and responsibilities of the Dean, Heads of Department and Heads of Studies in relation to follow-up on quality policy, primarily through the systematic work with the education report. Furthermore, the pedagogical framework will be discussed with a focus on handling joint efforts via the Head of Studies Forum.



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