



# STRONG VALUES IN A NEW BACHELOR'S PROGRAMME IN MEDICINE

## BACHELOR OF SCIENCE (BSC) IN MEDICINE

Department of Biomedicine and Department of Public Health

### HYPOTHESIS

The medical education at Aarhus University (AU) has a strong reputation for its quality, which has made medicine at AU the most applied to medical education in Denmark in 2018. Our ambition is to futureproof the bachelor of science programme in medicine, in order to continue to deliver highly competent bachelors and continue to be relevant as a first priority choice.

**The renewal of the bachelor's programme in medicine will promote a more inspiring learning environment for the students through an increased focus on medical scientific thinking.**

### INITIATIVE

To achieve this, the renewal will include development and implementation of a variety of initiatives to increase engagement of the medical students, including

- Systematic use of original literature in student seminars and workshops.
- Implementation of an EDU-IT-platform resembling the electronic patient chart used at the local hospitals. This platform will provide a variety of authentic patient cases to be used in all bachelor courses. The platform will provide a common thread and recognition between all subjects in the bachelor.

The redesigned bachelor's programme will be supported by continuous educator/peer feedback throughout the courses.

The expected positive effects are the following:

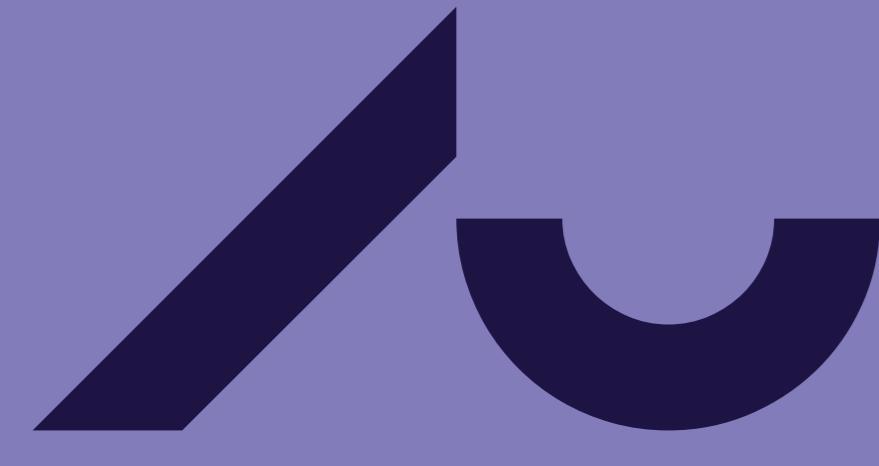
- Increased indepth learning
- Elevation of the students' academic level
- Students' experience of involvement in subjects issues
- Strong cohesion between the bachelor courses and the master's programme in medicine
- Support of the individual learning process for the students
- Establishing a learning environment with focus on sciencebased learning

The project is about redesigning the curriculum, which in a bottomup fashion originates from the knowledge of our educational teams of the bachelor's programme in medicine.

The project is carried out by:

Project group formed by the board of studies and 12 workgroups formed and coordinated by the project group. The work is supported by Centre for Health Science Education.

BACHELOR'S DEGREE PROGRAMME IN MEDICINE, 2020		
Science Methods, Health Psychology and Communication	Cell biology	Genomics and genetics
Functional Anatomy		
Neuroscience	Biochemistry and Physiology I	
Epidemiology and Biostatistics	Biochemistry and Physiology II	
Immunology and Microbiology	Elective Course	Bachelor's Project
Public Health	Pharmacology	Pathology



# A SURVEY ON STUDENTS' SENSE OF BELONGING

## – A TOOL FOR RETENTION?

BACHELOR OF ENGINEERING PROGRAMMES

Aarhus School of Engineering

### HYPOTHESIS

Considering our new students to be junior colleagues will provide them with a stronger sense of belonging and this will motivate them to complete their degree

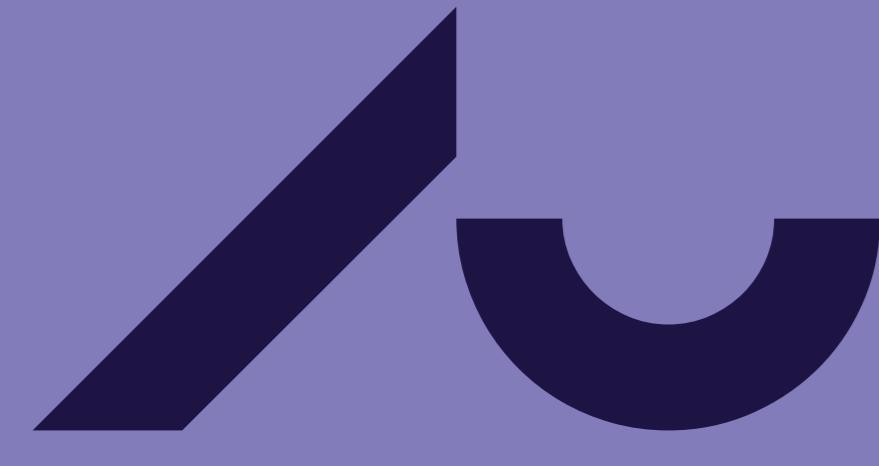
### INITIATIVE

The students fill out a questionnaire on how much time they spend studying, how they feel they fit in socially and academically, whether the degree programme feels like the right one, and whether they are experiencing any special challenges. In connection with the questionnaire, the students are offered a meeting with a student counsellor to discuss how they are settling in.

### FINDINGS

The students feel seen and heard – that we care about them, they are important to us.

We get a chance to help students who are struggling to adjust to their new role as students.



# STRENGTHENING RETENTION WITH CONTINUOUS ASSESSMENT AND FORMATIVE FEEDBACK

## PHYSICS (BSC)

Science and Technology Learning Lab

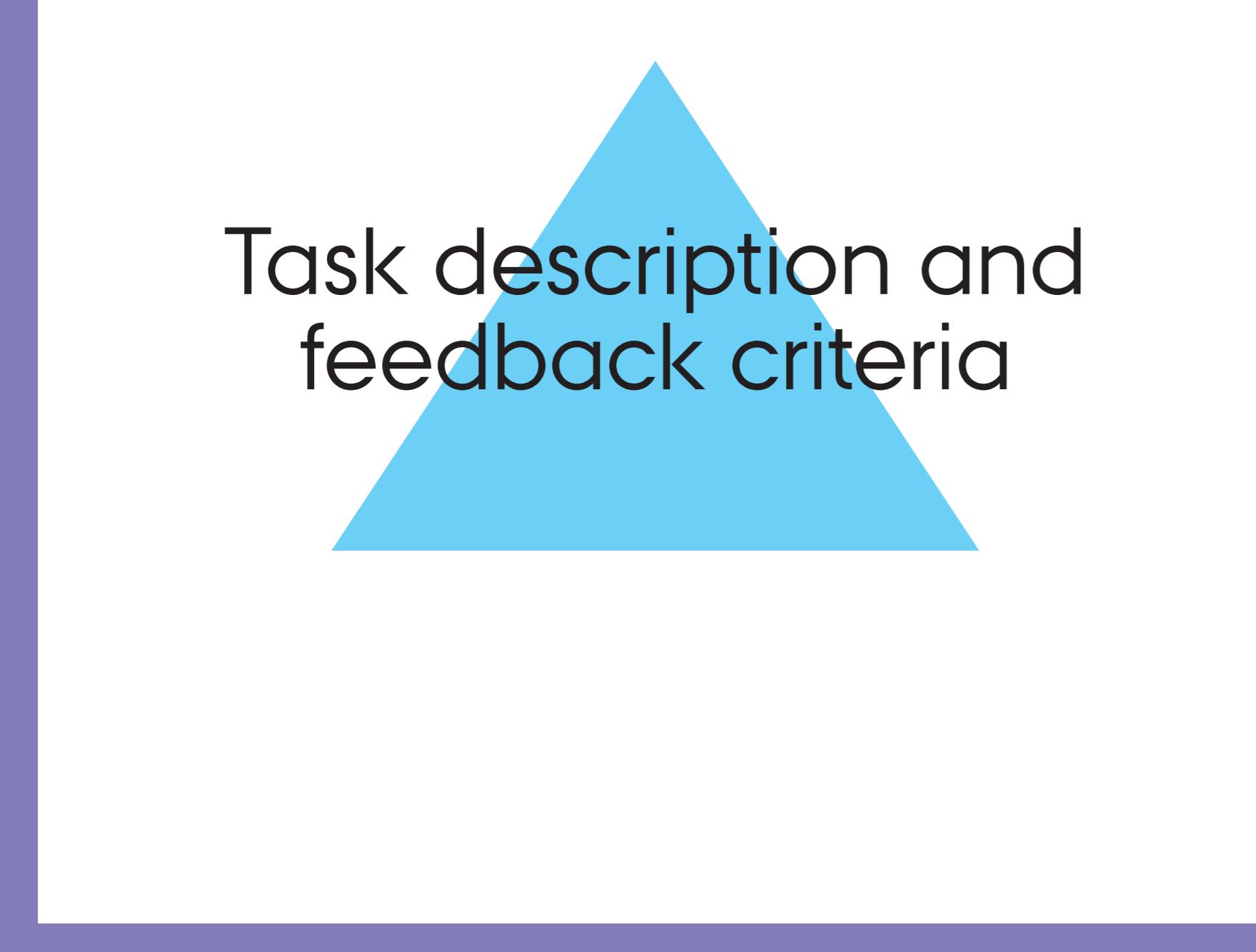
## HYPOTHESIS

Continuous assessment and formative feedback will help students pass the exam and improve retention.

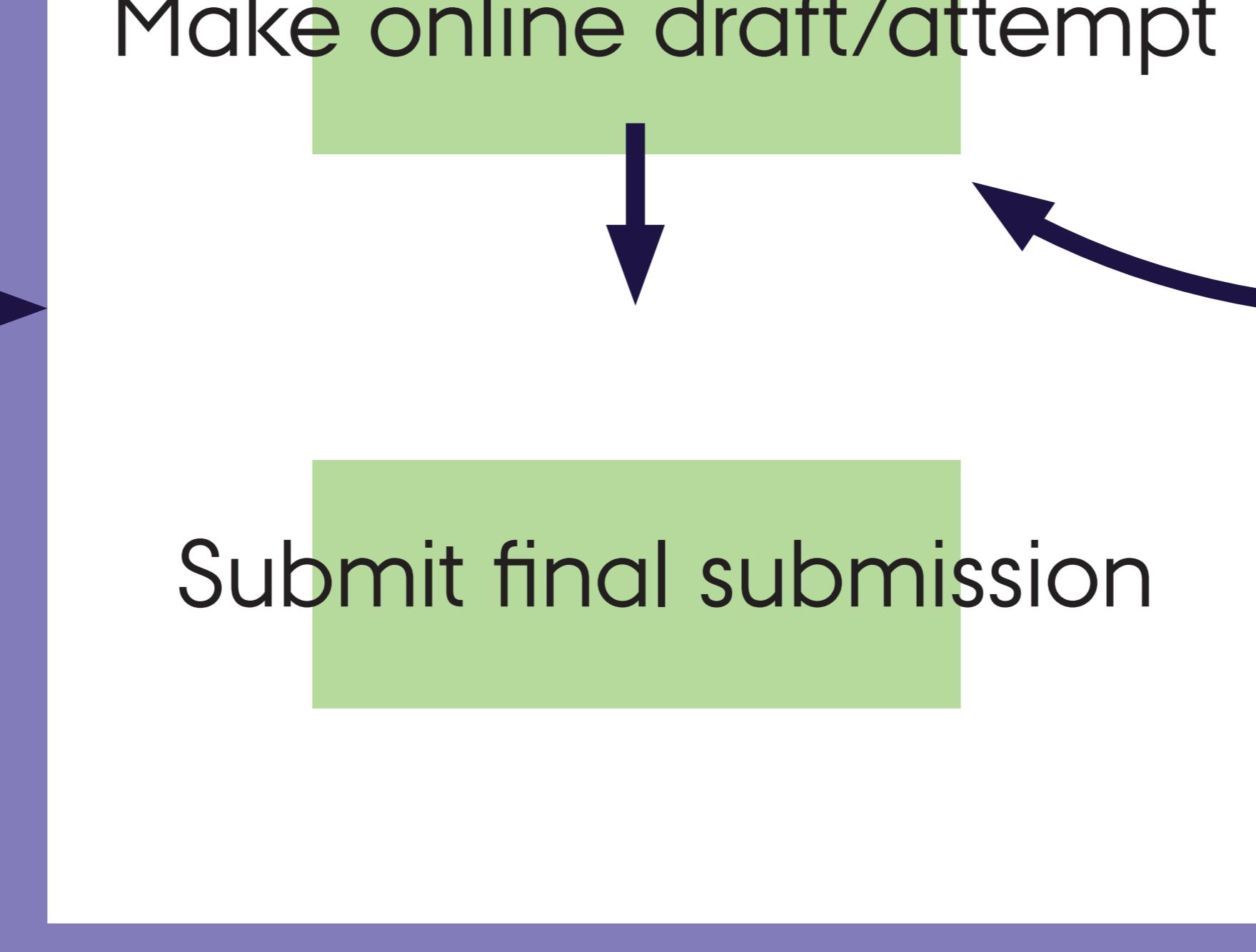
## INITIATIVE

Courses with continuous assessment engage students in a number of lowstake graded assessments distributed throughout the semester and hereby providing an early insight into student learning for both students and educators. In the first semester course in Astrophysics and relativity these assessments were combined with feedback loops where the students could apply the formative feedback received after their first attempt to improve subsequent attempts. Students received two types of feedback a) text feedback through a rubric on written assignments and b) automated indirect corrective feedback on online tests.

## RESOURCES



## TASKS



## SUPPORTS

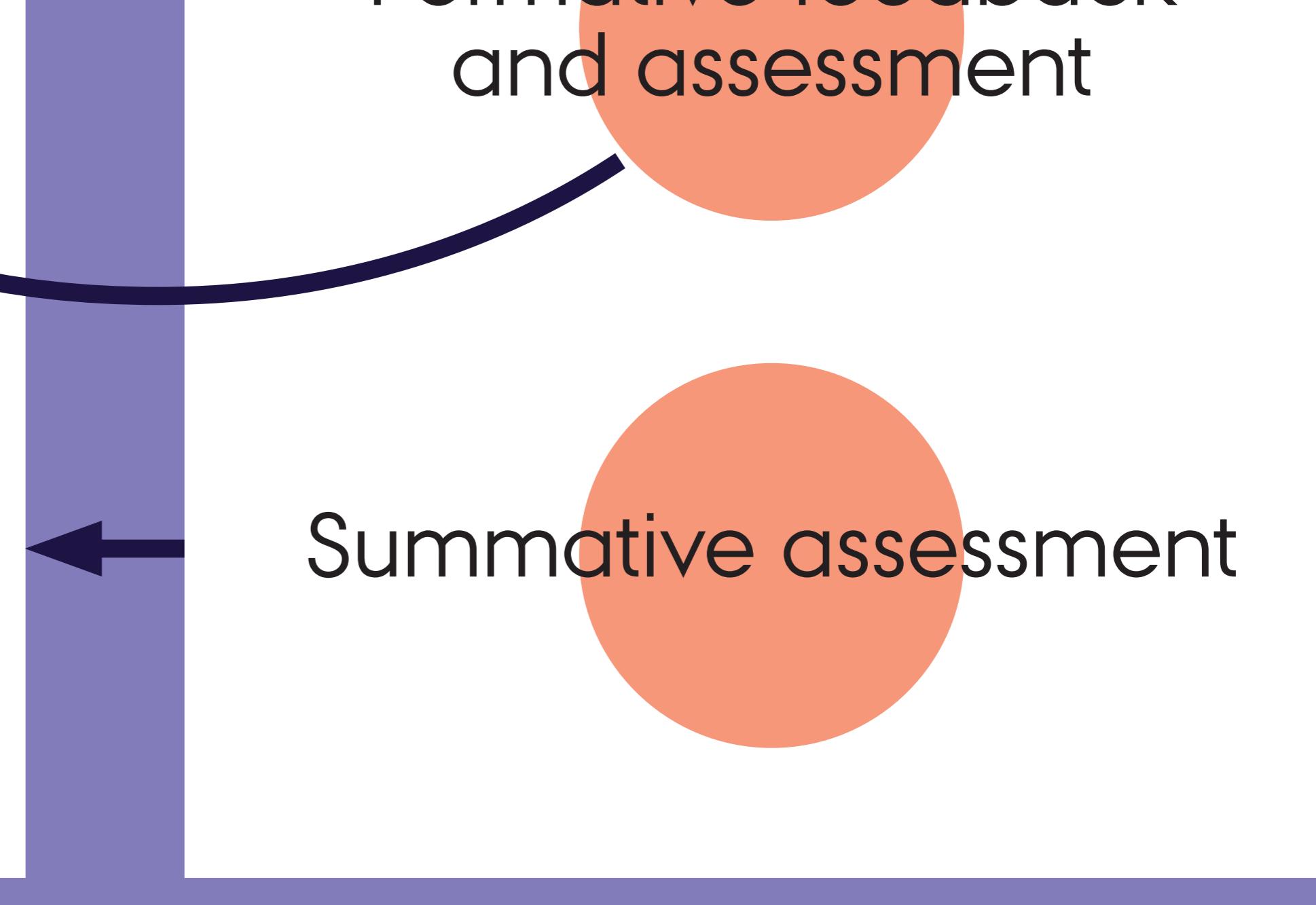
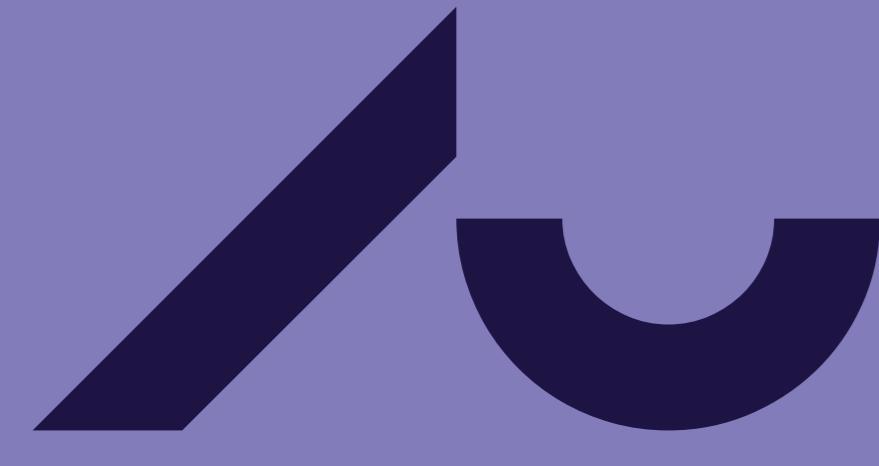


Figure: Learning design combining feedback loop(s) with continuous assessment. The learning tasks describe student activities.

## FINDINGS

Incorporating feedback loops with continuous assessment provides opportunities for students to apply the feedback they receive.

In Astrophysics and relativity students were eager to practise basic concepts through automated tests with unlimited attempts until they had learned the concepts. In addition, the majority of students chose to resubmit written assignments after receiving formative feedback. In both types of assessments students applied feedback and hereby substantially increased their overall grade.



# STUDENTS' UNDERSTANDING OF THE COHERENCE IN STUDY PROGRAMMES

10

## MOLECULAR BIOLOGY (BSC)

Department of Molecular Biology and Genetics

### HYPOTHESIS

Strengthening the students' understanding of the coherence in their study programmes will improve retention.

### INITIATIVE

A student workshop was arranged to strengthen the focus on

- (1) students understanding of horizontal and vertical coherence in their study programmes and
- (2) student wellbeing and study environment.

The purpose of the workshop was to

- Articulate how the students see the quality of their study programmes
- Facilitate a dialogue about student wellbeing and life as a student in general
- Gather suggestions on how to improve academic coherence and progression

### FINDINGS

The students appreciate that the department shows interest in how they see life as a student of molecular biology. The opportunity to contribute to developing quality processes has a beneficial effect on integration, study environment and by extension also the retention of students.





AARHUS  
UNIVERSITY

ARTS

# ACADEMIC ARCHAEOLOGY IDENTITY

## BA ARCHAEOLOGY

School of Culture and Society, Department of Archaeology and Heritage Studies

### HYPOTHESIS

At Moesgård, the very start of the education in archaeology has to give a clear, exciting, but honest introduction into the discipline, its sphere of action and its relevance in society.

The hypothesis is that it is important to give the students the sense of the special academic archeology identity from the beginning to feel included in a professional community – and that this academic identity will help retaining the students.

### INITIATIVE

Our course "*Introduction to Archaeology*" is placed in the very beginning of the first semester. Students are briefly introduced into all aspects of archaeological work. Working in changing groups, students learn to cooperate and to explore knowledge by doing interviews, reading and by online investigations.

This guided and autonomous process engages all students in their discipline. They discover:

- Research history and changes of tradition
- The secret world of academia
- Myths and reality of archaeology in society
- Diversity of job marked for archaeologists inside and outside the discipline

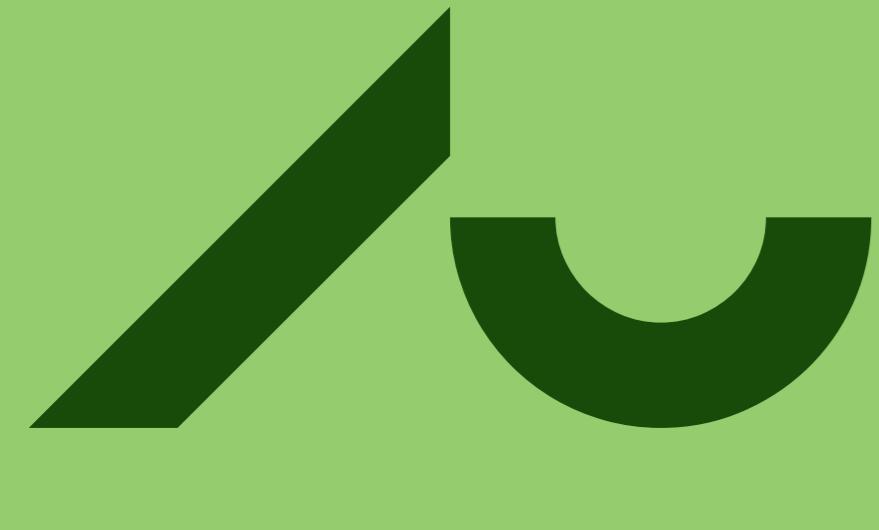
The course includes semester start examination as an exit for all those, who do not participate or do not engage.

### RECOMMENDATION

Make clear and interesting, what your discipline is about, but outline an honest picture.

Make the students engaged in their own learning.





# RETENTION INITIATIVES

## AFTER FIRST YEAR

### BA THEOLOGY

School of Culture and Society, Department of Theology

### HYPOTHESIS

Dropout in the first year has improved. Unfortunately, dropout seems to have moved to second and third year. Based on former initiatives to increase first year retention, this project will focus on increasing retention in years two and three by;

- Establishing a contact point for students via personal mentors
- Increasing formative evaluation and feed back
- Group activities that improve study environment

### INITIATIVE

The project has three parts;

#### 1) Instructor supported mentor scheme

Mentoring schemes have already been established to some degree, as the PhD student as a part of their employment commitment has been asked to take on the mentor assignment. To improve the positive effect of this scheme, instructors are associated with following up on individual conversations in groups

#### 2) Instructor support in specific disciplines

To increase the feedback level and the formative evaluation it has been decided to upgrade with one hour of feedback per. students per term. In order to enable the students to make the most of this effort, it would be beneficial to support specific discipline with instructors used to complete student exercises, so that there will be a greater basis for giving VIP feedback.

#### 3) Establishment of a Study Café

One take away of the first year effort is that it is effective to supplement an instructor's education on the individual disciplines with a Study Café. Experience has been gained in the linguistic part of the Theology program, and it has been emphasized that the initiative has been very productive to the study environment. In this project, the experience is widely sought for other parts of the Theology program. The prerequisite for a real dividend is, however, that a café should not be run by the students themselves, but by the instructors.



# FRAMING “THE REAL WORLD” IN THE MA-PROGRAMME

## THE MA PROGRAMME IN DRAMATURGY

School of Communication and Culture

### HYPOTHESIS

- Background: Diminishing influx of applicants, a partly scattered study environment and difficulties in coupling theoretical courses of the educational programme with practical work (project, internships, field studies).
- Instead of resisting the pull of “the real world”, we wanted to frame it.

- “Partnership model” - projects in collaboration with external partners each semester in relation to the courses.

### INITIATIVE

- Better synergy between the outward-oriented drive of the students and the competence and knowledge-oriented drive of the offered courses.
- More possibilities to specialize, create networks and build experience.
- Two courses organized around development of projects in relation to external partners. Try to create synergy between development “at home and abroad”.

### RECOMMENDATION

- Produce a boost to the influx of applicants to the programme and very positive feedback from many sides.
- Stronger sense of a common study environment than before. The students help each other with challenges and share their experiences.
- The teachers receive very relevant input from students and guest teachers that help and challenge to develop the courses in contact with the professional field of practice.
- Most students seem to thrive with this model, but a minor group of students feel stressed by the demands from both external partners and the educational programme (coordination and expectation management).



AARHUS  
BSS

SCHOOL OF BUSINESS AND SOCIAL SCIENCES

AARHUS UNIVERSITY

# BUSINESS ANALYTICS AS DROPOUT PREVENTION

**BSC. IN ECONOMICS AND BUSINESS ADMINISTRATION**

**BSC. IN ECONOMICS AND MANAGEMENT**

Department of Economics and Business Economics

Dean's Office

## HYPOTHESIS

Business analytics can reduce the 1st year drop-out rate in programmes with high requirements to the student's mathematical skills.

## INITIATIVE

Facts:

- Economics and Management: 200 enrolled students – 30-40% 1st year drop-out rate
- Economics and Business Administration: 550 enrolled students – 25% 1st year drop-out rate

## ► 3 YEAR RESEARCH PROJECT

The research project:

1. How may we characterize our students, especially those who drop out, with regard to socio-economic, geographical and educational back-grounds. (January 2019)
2. To what extend can individual educational data such as exam results, exam attempts, course evaluation, Commencement of studies exam, logon activities etc., enrich the possibility to identify the potential drop out students (December 2019)
3. Based on literature and data, how can we establish a model to predict and advance student supportive activities to prevent 1<sup>st</sup> year drop out (December 2020)

## OUTCOME

Results will be available continuously: January 2019, December 2019 and December 2020 respectively.

The results will be subject to a discussion in the faculty management team as well as in relevant study boards in order to qualify future initiatives towards a reduction of 1st year drop-out rate.

# AN INTERDISCIPLINARY APPROACH TO RETENTION

## BSC. IN BUSINESS ADMINISTRATION AND COMMERCIAL LAWS

Department of Law

### HYPOTHESIS

Reform of study programme can reduce the drop-out rate and hence achieve better completion rates without lowering the academic level.

### INITIATIVE

Purpose: To achieve a better balance and ensure a better integration between business administration and law disciplines and further to ensure proper positioning of the individual courses.

New study programme:

- Small and narrow courses replaced by broader courses
- Two new integrated courses: *Marketing and Marketing Law* and *Danish Competition Law and Industrial Economics*
- The three specialisations replaced by two profiles: a corporate profile and a tax law profile.

In addition, a group assignment on the first semester of the programme has been introduced in the course Legal Methods and adm. Law. According to the students, this initiative has also had a positive effect on the drop-out rate.

### OUTCOME AND RECOMMENDATION

The study board has succeeded in creating a more appealing and meaningful programme to the students, by letting the interdisciplinary approach and purpose appear more clearly within and across the portfolio of courses within the programme. 1st year drop-out rates has dropped from approx. 25% to 10-15% and has stabilized at a satisfactory level over the past three years.

Bachelor in Business Administration and Commercial Law





AARHUS  
BSS

SCHOOL OF BUSINESS AND SOCIAL SCIENCES

AARHUS UNIVERSITY

# STUDY GROUP COLLABORATION AS MOTIVATION

**BSC IN ECONOMICS AND BUSINESS ADMINISTRATION**

**BA IN BUSINESS ADMINISTRATION**

Department of Economics and Business Economics

Department of Management

Department of Business Development and Technology

## HYPOTHESIS

Is it possible to increase the student engagement and reduce the drop-out rate among business students by creating more formalised study groups?

## INITIATIVE

Programme characteristics:

- Admission to HA/Bsc/soc: approx. 800 students
- 1 year drop-out rate: 20-25% for year group 2011-2016
- Pedagogical approach: lectures (400 stud.) + Tutorials (40 stud.)

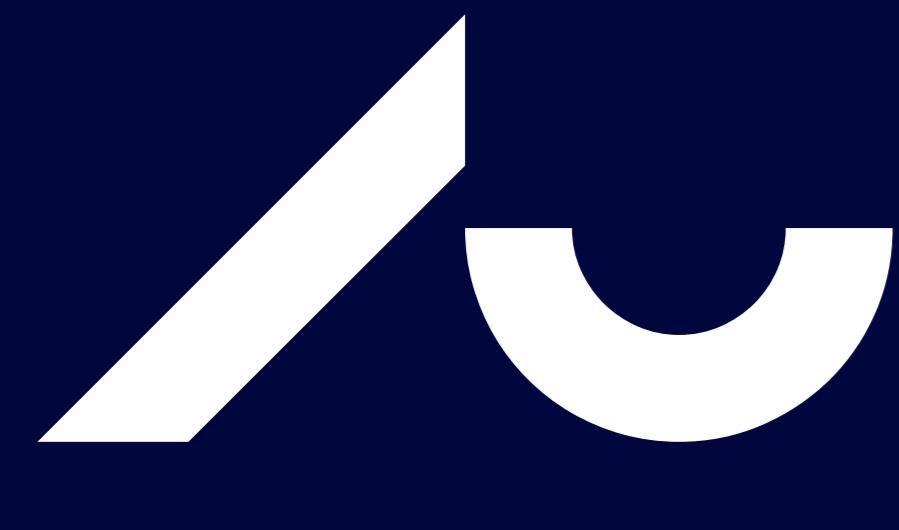
The establishment of formalised study groups is based on a test filled by the students that focus on the student's personal characteristics, academic ambitions, qualifications etc.

Study groups are established early September 2018 within the scope of the tutorial groups. The aim is that all students will be engaged in a study group.

A formal tie is established between each study group and one or two mentors, personified by older students within the same programme of studies. The mentors are obliged to contribute to the individual study group, for the purpose of, for example setting the academic and social boundaries.

## OUTCOME

The results and effect of the initiative will be subject to an evaluation as part of the educational quality assurance processes, when data 1st year drop-out rates for year group 2018 are available.



## CAMPUS 2.0

# THE ACADEMIC ENVIRONMENT OF THE FUTURE

Over the next ten years, Aarhus University will expand its central campus in Aarhus. Gradually, parts of the university will be relocated to the former municipal hospital area on Nørrebrogade – while the Katrinebjerg locations will be expanded.

How Aarhus University can create the physical framework for the best possible academic environment is one major focus of the process of developing the campus of the future. The following considerations are in play:

### HOUSING

Special residence halls for first-year students, traditional residence halls as well as housing for families will contribute to a positive academic environment and a strong sense of community.



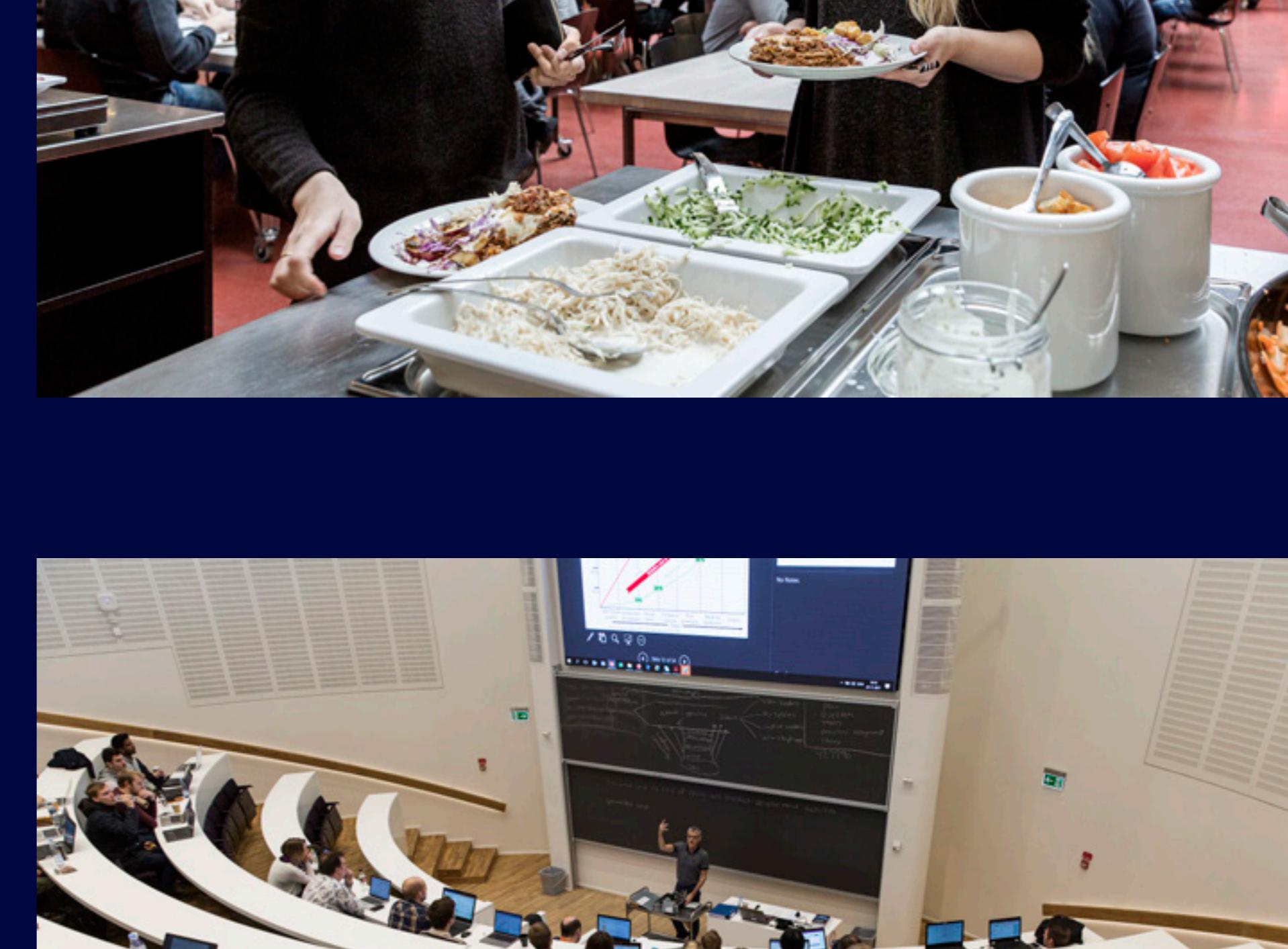
### SQUARES AND COURTYARDS

Provide a setting for active and community-building activities such as small students cafes and bookshops.



### FOOD AND DRINK

A varied selection of food and drink options for purchase. Extended opening hours.



### TEACHING ENVIRONMENT

Flexible designs that can be adapted to different teaching methods and which support audiovisual teaching.



### OUTDOOR LIFE AND SPORTS FACILITIES

Attractive framework for a variety of outdoor recreational activities.



### STUDY SPACES

Flexible design. Attractive, inviting and varied.

