

THE VALUES AND DIDACTIC PRINCIPLES FOR DEGREE PROGRAMMES AT HEALTH

The Forum for Education at Health intends to use "The Values and Didactic Principles for Degree Programmes at Health" to define *a common direction* for the development of teaching at Health. Our goal is to articulate the *common values and principles* that are and will continue to be our guiding principles as we develop our teaching formats and competences, academic content and physical learning environments, as well as when we discuss and implement educational strategy initiatives at Health.

The foundation of our teaching, and thereby the starting point for this document is as follows:

- Highly specialised and relevant **academic content**
- An attractive study environment and diverse learning formats that make our **students** the protagonists of their own learning, that develop their formative education, independence and interpersonal skills, and that thereby makes them key players in society and on the labour market.
- An inspirational local academic environment for teaching staff at **Health** that facilitates relevant didactic competence development through collegial sparring and exchanges of experience.



Values

Health provides research and knowledge-based degree programmes.

One of the faculty's most important contributions to Danish society is the education of competent graduates for the labour market of the future.

Educating relevant and key stakeholders for the Danish healthcare sector, health-related institutions and schools, organisations and private companies is an important social responsibility.

Based on this, Health wishes to:

- train its students to become *academically strong and critically thinking citizens* who make decisions on an informed basis and who contribute to problem solving and developments within relevant health-related sectors.

- train students who are able to *judge knowledge* i.e. be critical of why, how, and on what basis knowledge is obtained, and who are able to deal with the uncertainty inherent in scientific theories and results when confronted with it.

- educate *competent communicators* that are able to convert their knowledge and the knowledge of others into practice

- to have its teaching staff act as role models in matters of a scientific and ethical nature in order to strengthen student self-development, judgement and ability to act.

- to ensure the development of local academic environments, where lecturers can find inspiration and sparring with colleagues and peers in relation to both academic and teaching practices and thinking.

Didactic principles

The degree programmes at Health are structured around *theory, research-based knowledge and practice*. This ensures good balance and coherence at the various degree programmes and on individual courses between the degree programme elements of theory and practice, and experimentation and reflection.

The academic content of degree programmes is our first priority and is the basis for any didactic decisions that are made. These principles are therefore not explicitly defined to allow for subject-specific didactic variation.

The degree programmes at Health are characterised by a clear structure, as well as academic progression and interconnection across courses, semesters and entire degree programmes. We strive to make this clear to our students. Teaching staff at Health are therefore not solely focused on their own subject area, but also have an eye for the academic content that precedes their own teaching and the academic content that follows it.

Safe and inclusive learning environments

A good study environment is paramount to good learning. As teachers on Health's degree programmes, we continue to work on developing a *learning space that allows for questions to be asked, doubts to be shown, and errors to be made*. The learning space must be safe and inclusive, and must provide our students with the opportunity to develop their personal and professional skills. This will give them the tools and space to actively contribute to their own learning processes and to those of others.

Dialogue and feedback are important elements in this context. Over the course of the programmes, our students build up experience giving and receiving feedback at both the individual and group level. Our ambition is to clearly communicate when and how this takes place, and to give the students the opportunity to act on the feedback they receive.

Generic competencies and academic discipline

Teaching at Health includes learning processes that *involve students in decisions on academic themes and working methods*, and that give them the opportunity to independently include practical and problem-oriented cases and learning situations. This strengthens both their academic skills and involvement.

Throughout their course of study, our students work with both theory and practice, and thereby develop the ability *to translate theory into practice – and practice into theory*.

We use teaching formats that involve and engage our students because we wish to *supplement the acquisition of academic material with generic competencies* that will enable them to collaborate with an eye to problem-solving, to ask necessary and critical questions, to manage data and complex knowledge, and to reflect on and independently communicate this knowledge in a responsible manner and on an ethically informed basis. With these competencies, our students and graduates will be equipped to acquire new knowledge, deal with real-life challenges and develop the methods and theories for problem solving in practice. We consider this a significant factor in the formation of academic discipline at Health.

Inspirational academic environments for teaching staff at Health

Teachers at Health are the professional role models for our students in relation to responsible conduct of research, ethical considerations, and working with citizens, patients and clients.

Teachers at Health have their base in strong research and knowledge environments. This is where they find inspiration, and spar with colleagues and peers to further develop course programmes, academic content, didactic approaches and educational theories.

One characteristic of the academic environments is that they are not static. Some *subject groups* are formally established based on organisational, strategic and academic needs. Others are informal *professional networks* defined by the specialists themselves. Common to all these academic environments is that their size and function change over time, as they are all dependent on the people involved; the principal organisers and culture bearers of the academic environment in question.

Health's academic environments are characterised by the fundamental *methodical and pedagogical freedom* of individual teachers based on their specific academic skills in combination with an understanding of the course of study as a whole.

Teachers at Health have an open and inquisitive approach to the educational practices of their peers and a genuine interest in mutual sparring. This is supported by many opportunities for competency development and plenty of resources.

A value-based didactic foundation for strategic initiatives

"The values and didactic principles for degree programmes at Health" will from now on constitute the common guidelines for our work on strategic initiatives such as internationalisation, strengthening research integration and digitising the field of education. The aim of which is to create *meaningful links between strategy, implementation and the teaching practices* that characterise degree programmes at Health.
