

Competence profiles for teaching at the IT University of Copenhagen

| Area | Assistant Professor | Associate Professor | Professor |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching | Can plan, conduct and evaluate teaching sessions or course elements aligned with intended learning outcomes and in accordance with ITU's pedagogical principles and the student cohort. | Can formulate clear intended learning outcomes and plan, conduct and evaluate research-based and student-centered teaching (and entire courses) in accordance with ITU's pedagogical principles. | Can formulate clear intended learning outcomes and plan, conduct and evaluate research-based and student-centered teaching (and entire courses) at all levels in accordance with ITU's pedagogical principles. |
| | Can plan, conduct, and evaluate teaching and learning activities and formative and summative feedback activities for teaching sessions or course elements. | Can plan, conduct, and evaluate teaching and learning activities and formative and summative feedback activities for entire courses and provide feedback to students on learning and study practice. | Can with great variety and precision and aligned with the overall goal, structure and profile of the study programme plan, conduct and evaluate teaching and learning activities and formative and summative feedback activities for entire courses as well as provide feedback to students on learning and study practice. |
| | Can with supervision, plan, conduct, and evaluate exam activities aligned with intended learning outcomes. | Can plan, conduct, and evaluate exam activities aligned with intended learning outcomes. | Can plan, conduct, and evaluate exam activities aligned with intended learning outcomes and with reflected reasoning select, formulate and implement exam strategies aligned with the overall goal, structure and profile of the study programme. |
| Supervision | Can plan, conduct, and evaluate small-scale or short-term supervision tasks (activities, exercises, assignments, projects, etc.) for bachelor and/or master students aligned with intended learning outcomes and in accordance with ITU's pedagogical principles and the student cohort. | Can plan, conduct, and evaluate long term supervision and larger projects (e.g., bachelor projects and master theses) for individuals and groups of students at bachelor and/or master level. | Can plan, conduct, and evaluate supervision of all types of projects for individuals and groups of students, including PhD thesis. |
| | Can describe the intended learning outcomes and the student cohort of the supervision. | Can select supervision form adjusted to the intended learning outcomes, student cohort, and framework conditions and in accordance with ITU's pedagogical principles. | Can select supervision form adjusted to the intended learning outcomes, student cohort and framework conditions and in accordance with ITU's pedagogical principles. |
| | | Can act as an opponent on PhD theses. | Seeks new research-based knowledge on supervision and applies (if relevant) new forms of supervision adjusted to intended learning outcomes and the student cohort. |
| Development | Shows interest in developing own practice and teaching competences. | Develops own practice and teaching competences continuously. | Develops own practice and teaching competences continuously and includes feedback from colleagues, students and others in the development of own teaching, supervision and exams. |
| | (Documented e.g., by the completion of shorter courses on university teaching and learning and/or digital pedagogies, at ITU e.g., introductory Teacher Development Programme). | (Documented by the completion of a longer course on university teaching and learning incl. assessment, e.g., at ITU's Teacher Development Programme). | (Documented by the completion of a longer course on university teaching and learning incl. assessment and possibly, additionally by documented participation in pedagogical development projects, knowledge sharing, courses, etc.) |
| | Can adjust teaching and feedback activities based on feedback from students and colleagues. | Can develop own practice, teaching activities and courses based on feedback from students, colleagues and teaching evaluations. | Can develop own practice, teaching and exam activities and courses based on course evaluations and feedback from employers' panels. |
| Reflection and knowledge sharing | Can describe own practice and reflect on activities or shorter sessions. | Can describe best practice teaching activities and/or entire courses and describe and argue for own practice in relation to pedagogical theories and principles and according to the intended learning outcomes of the study programme. | Can argue for own practice in relation to pedagogical theories and principles and according to the intended learning outcomes of the study programme and can reflect on achieved teaching results as well as on feedback from students with the purpose of changing practice. |
| | Can share reflections with peers on own teaching practice. | Can share reflections with peers on own teaching practice and provide feedback to a smaller group of peers (e.g. based on observation of their teaching). | Can share reflections with peers on teaching and learning across the study programme and analyse and discuss others' teaching practice (e.g. based on observation of teaching and on supervision theory and methodologies). |
| | | Can document own practice in a teaching portfolio. | Can document own practice in a teaching portfolio and analyse and assess own and others' teaching portfolio. |
| Societal impact | Can consider the surrounding society in teaching and learning. | Can include the surrounding society in teaching and learning (e.g., via guest lecturers) and can include own experiences from practice and/or cases with external partners in teaching and learning. | Can include own experiences from practice and/or cases with external partners in teaching and learning and establish and maintain network with relevant employers and social actors. |
| | Can reflect on how students' work can be communicated to the surrounding society. | Can disseminate students' work to the surrounding society. | Contributes frequently to dissemination of students' work via journals, conferences, etc. |
| | | Can support students in disseminating their work to society. | Can participate in dialogue on the societal function, challenges, and development of higher education. |
| Learning technology | Can at a basic level describe how digital technology, including generative AI, can be applied in teaching and learning. | Can describe how learning technology, including generative AI, can be applied in accordance with different intended learning outcomes, teaching contexts and student cohorts. | Can discuss and reflect on core theoretical concepts within learning and technology (e.g., online learning, blended learning, hybrid learning). |
| | Can use a Learning Management System platform (e.g., Moodle) as well as other necessary learning technology in teaching. | Can apply and develop content for a Learning Management System platform (e.g., Moodle) as well as select and apply learning technology aligned with intended learning outcomes, the chosen pedagogical method and the student cohort. | Can develop inherent course elements and/or entire courses for a Learning Management System platform (e.g., Moodle) as well as plan, conduct and evaluate teaching and/or courses with learning technologies aligned with intended learning outcomes, the chosen pedagogical method and the student cohort. |
| | | Can organise online group work for a smaller group of students. | Can develop pedagogical and didactic methods with learning technologies, including generative AI, and/or apply learning technologies innovatively. |
| | | Can select and apply relevant learning technology for supervision both onsite and online. | Can organise online group work. |
| | | Can assess students' learning outcomes of activities by applying different learning technologies. | Can select and apply relevant learning technology for supervision both onsite and online. |