

A Framework of Understanding

Education at the Department of English, Germanic, and Romance Studies

Curiosity, presence, and engaging communities

Preamble

At the Department of English, Germanic, and Romance Studies, we believe that a strong and motivating learning environment is something we create together.

- We consider curiosity as a common driving force for both students and teachers.
- We consider presence and direct relationships as a prerequisite for a learning community based on dialog, collaboration, and mutual trust.
- We consider the classroom a committed community where we can follow our curiosity, ask questions, and seek answers that both challenge and go beyond the set curriculum.

These are the ideals. But what do they mean in practice and what expectations can we have of each other? These are questions that must constantly be asked and answered again and again in an ongoing conversation between students and teachers and at recurring dialog meetings at the department. This document should be seen as a framework for such an ongoing conversation about the good learning environment.

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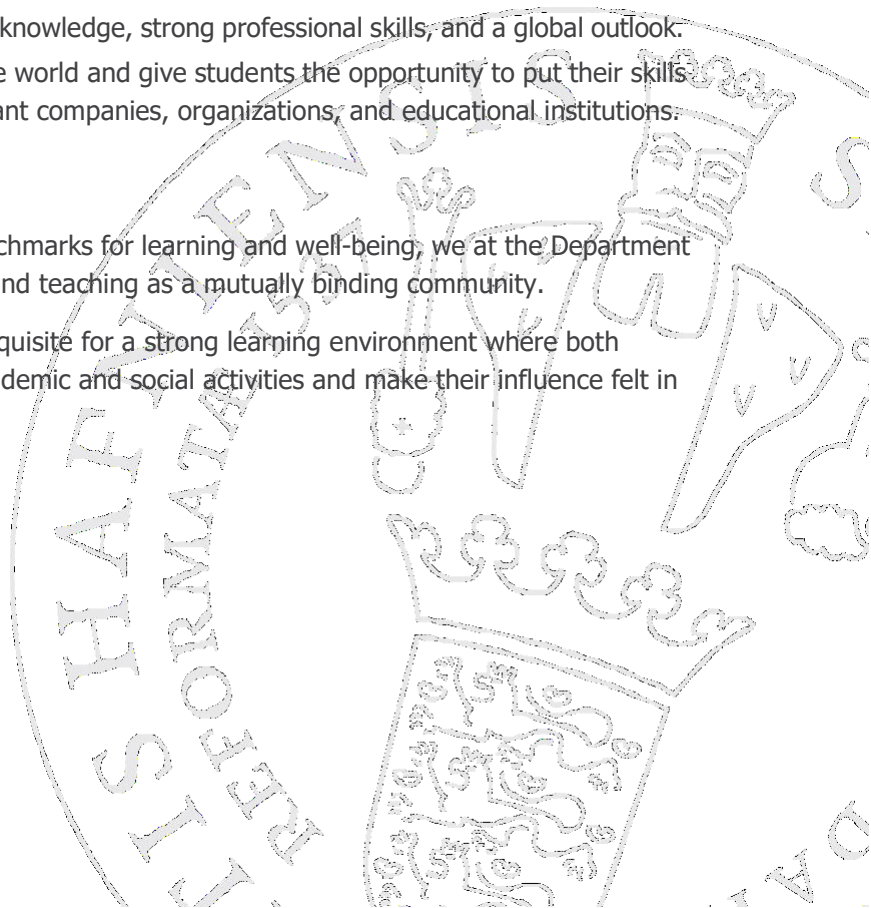
The programs at the Department of English, Germanic, and Romance Studies are research-based and research-integrating and are organized based on UCPH's core values for education.

- The programs aim to educate and help form students in the encounter with research and core academic virtues such as curiosity, openness, criticism, knowledge, and thoroughness.
- The programs provide students with academic knowledge, strong professional skills, and a global outlook.
- The programs are oriented towards the outside world and give students the opportunity to put their skills into practice through collaborations with relevant companies, organizations, and educational institutions.

Teaching as a community of commitment

In accordance with UCPH's strategic educational benchmarks for learning and well-being, we at the Department of English, Germanic, and Romance Studies understand teaching as a mutually binding community.

We believe that good and vibrant teaching is a prerequisite for a strong learning environment where both teachers and students want to actively engage in academic and social activities and make their influence felt in democratic work in councils and committees.



A good learning community in practice: Curiosity and presence

At the Department of English, Germanic, and Romance Studies, all texts, thoughts, and ideas can be freely examined and discussed on an academic basis.

There must be room for differences in background and approaches to the subject matter. When opinions are challenged and views are justified, it must be done in a proper and respectful tone.

Teachers and students have a shared responsibility to create a safe, vibrant, and intellectually stimulating learning space. This requires an increased focus on the way we each prepare, give and receive feedback, and interact with each other. In practice, this means that:

- Teachers prepare lessons thoroughly and target them to active and participative students. Students arrive well-prepared and ready for educational activities that require collaboration and participation.
- Students actively and constructively participate in mid-term and final course evaluations. Teachers receive feedback continuously, openly and constructively, and include students' perspectives on the delivery of the course.
- Teachers aim to facilitate a friendly, appreciative, and inclusive approach. Students treat each other equally and embrace each other's differences.

Research-based teaching

The Department of English, Germanic, and Romance Studies uses UCPH's definition of research-based teaching. This means that the content of the programs at all levels, but in different ways, is based on research and takes place in connection with active research environments.

In the classroom, students encounter research in many different ways:

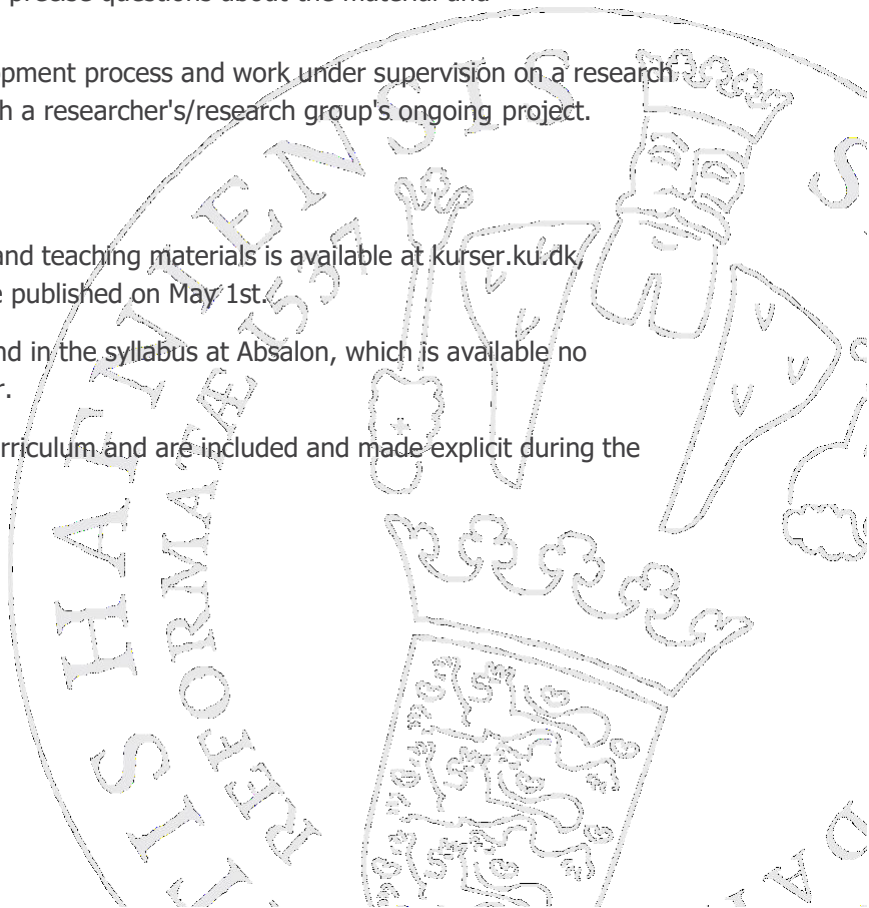
- The teacher presents their own and/or others' research in the form of research-based basic knowledge and current research insights.
- Activities of a research nature are included in the teaching, whereby students learn research methods and gain competencies in formulating precise questions about the material and developing and following cognitive processes.
- Students are invited into the knowledge development process and work under supervision on a research topic, e.g. by writing a thesis in connection with a researcher's/research group's ongoing project.

Frameworks for teaching

A course description with information about content and teaching materials is available at kurser.ku.dk, where all courses for the following academic year are published on May 1st.

The content and structure of each course can be found in the syllabus at Absalon, which is available no later than two weeks before the start of the semester.

The academic goals of the course are stated in the curriculum and are included and made explicit during the semester.



Progression and language of instruction

The structure of the program ensures coherence between the different disciplines and elements of the program as well as between academic goals and teaching and examination methods. This means:

- Teaching is organized based on well-thought-out didactic principles also considering academic and linguistic progression.
- Teaching methods and student preparation alternate between lectures, classroom teaching, plenary discussions, presentations, group work, and individual preparation.
- First-year teaching is organized with consideration for the program's admission requirements.
- The language of instruction for the programs follows the exam language, which is determined by the curriculum, and is mostly the studied language.
- Lectures and electives across the programs are held in Danish or English and include all of the department's programs whenever possible.

Approval

This document is a revised version of a draft that the department management presented for discussion at an open dialog meeting with the participation of both teachers and students in April 2023. The revised version was discussed and approved by the Study Board on June 21, 2023.



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