IND's skriftserie nr. 53

Registration of Teaching Activities in PURE

UNIVERSITY OF COPENHAGEN
DEPARTMENT OF SCIENCE EDUCATION

Registration of Teaching Activities in PURE

Report from a Danish cross-institutional commitee

Edited by Frederik Voetmann Christiansen

May 2018

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Registration of teaching activities in PURE

Report from a Danish cross-institutional commitee
on teaching registration in PURE

2018

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Contents

Preface, May 2018 **iv**

1 Introduction **1**

2 General recommendations **5**

3 Relevant registration categories for teaching related activities **9**

4 Development of the Publications module **13**
4.1 Background 13
4.2 Recommendations for the Universities 14
4.3 Recommendations for Elsevier/PURE 15

5 Development of the Activity Module **17**
5.1 Background 17
5.1.1 Main categories and type level categories . . 17
5.1.2 Templates, Indicators and meta-data 20
5.2 Recommendations for the Universities 22
5.2.1 Renaming a category: Membership of research networks or expert groups 22
5.2.2 New category: Academic management . . . 25
5.2.3 New category: Development work 25
5.2.4 Study structure should be present in the PURE system 26

5.3 Recommendations 26

6 Development of the Courses modules 27
6.1 Background 27
6.1.1 Recommended modifications to the Course Module: Proof of concept 29
6.2 Recommendations for the Universities 33
6.3 Recommendations for PURE/Elsevier 34

7 Development of the Prize module 35
7.1 Background 35
7.2 Recommendations for the Universities 37
7.3 Recommendations for Elsevier/PURE 37

8 Development of the Curriculum Vitae module 39
8.1 Background 39
8.2 Short-term recommendations for the Universities . . 43
8.3 Long-term development recommendations 43

9 Development of the Web portals 45
9.1 Background 45
9.1.1 Elseviers plans for portal development 47
9.2 Recommendations for the Universities 48
9.3 Long-term development recommendations 49

A Letter from DUN to RUP 51

Bibliography 53

Preface, May 2018

In June 2017 a national committee finished work on a report considering the possibilities for registration of teaching activities in the research management system PURE. The report was sent to Educational Council for Universities Denmark (RUP), the Danish Pure User Group, and were in other ways distributed from the committee members to the individual universities. However, the report was not published as such. We now publish the report in the Department of Science Education's text series, so the report can be referred to consistently and find more readers – also e.g. in PURE user groups outside of Denmark.

In the fall of 2017 and beginning of 2018 the report has been presented and discussed in the Educational Council for Universities Denmark. It has also been dicussed further in the Danish Pure User Group (with members from all the Danish Universities). Finally, the board of the Danish Network for Educational Development in Higher Education (DUN) has made a statement on the report, and sent it to the Educational Council for Universities Denmark (RUP).

An exerpt from this assessment of the report is given below (my translation, the full Danish version of the letter can be seen in appendix A):

> It is with great interest that the Board of the Danish Network for Educational Development in Higher Educations have read the report on registration of teaching activities in PURE. The report concludes broadly, that the PURE system with minor alterations can be used to register different types of teaching activities. The development of a common system will ease transitions between institutions.
>
> The main recommendations are:
>
> - that Danish Universities cooperate to develop the

possibilities for meaningful registration of teaching activities in PURE

- that the Danish Universities cooperate about the development og guidelines for using the registration system
- that registration of teaching should be voluntary and not lead to exessive registration demands and double registration

A majority in the Board backs these recommendations, because we feel, that a registration of teaching activities in the public PURE profiles can contribute to making visible the large teaching efforts at the Universities. By increasing the visibility of the teaching activities it will become easier to balance appropriately research vs. teaching, and make it reflect the actual work practices. In addition, it will become possible for employees to display and profile teaching merits, along with their research merits and other academic merits. An increased visibility of teaching activities will also make it possible to make explicit important roles of the teachers, e.g. as course leader, supervisor and curriculum developer.

The majority of the board also recommend that employees who are not employed as scientific staff should also have a PURE-profile if relevant for them with respect to registration of teaching activities, development work and publications. This wish has been put forward because some of those working with Higher Education development work are employed as consultants or in adminstrative positions, for instance at the Higher Education centres at dthe Universities.

Sincerely,
Lars Ulriksen

I hope that the publishing of the report can contribute to providing greater parity between teaching and research activities in Higher Eduation in Denmark and beyond.

May 2018,
Frederik Voetmann Christiansen

Chapter 1

Introduction

In the spring of 2016 a cross-institutional commitee was established to consider the possibilities of registering teaching and teaching activities in the research management system PURE – a system that is being employed by all Danish Unviersities. In the summer of 2016, the commitee delivered an intermediate report on the possibilities, but as some central funtionalities were still under development by PURE/Elsevier, it was decided to await these changes before a final report was made. The current report draws upon the material presented in the intermediate report, but also goes beyond and more into depth with the suggestions and recommendations, in order to provide the Danish Universities with a firmer foundation for their future discussions about the development of teaching registration options. It is the commitee's opinion that it will be possible to register teaching and teaching activities the PURE system with relatively minor developments, and many of these can be made by the institutions themselves.

The commitee has been formed on an initiative from the University of Copenhagen, and members from the other universities have been invited to participated through the Council for Educational Policy (RUP) of Universities Denmark.

Members of the Committee are:
Frederik Voetmann Christiansen, University of Copenhagen
Nils Thidemann, Aalborg University
Søren Vidmar, Aalborg University
Rie Troelsen, University of Southern Denmark
Lone Krogh, Aalborg University
Camilla Rump, University of Copenhagen
Svend Kragballe, University of Copenhagen
Sidse Louise Schelde, Roskilde University
Eva Bendix Pedersen, Roskilde University
Marie Svaneborg, Copenhagen Business School
Dicte Madsen, Copenhagen Business School
Pernille Seier, The Technical University of Denmark
Per Andersen, Aarhus University

In addition the following have participated in the groups' meetings and/or development work:

Sofie Kobayashi, University of Copenhagen
Nana Quistgaard, University of Copenhagen
Mikkel Hvidtfeldt Andersen, IT University of Copenhagen
Anne Lyhne Høy, Aalborg University
Lone Grip, University of Sothern Denmark
Anne Thorst Melbye, University of Southern Denmark

Structure of the report

The report includes a number of recommendations for the Danish Universities, and recommendations for future developments of the PURE system aimed primarily at Elsevier/PURE. The report starts by describing the general recommendations for the universities and PURE/Elsevier (chapter 2), and then describes the committe's suggestions for categories of teaching activities that it is desirable to be able to register and in which PURE modules the various elements

can actually be registered (chapter 3) with minor modifications of the system. The subsequent chapters describe how individual modules of the PURE system should be developed in order to accomodate the wish to register teaching and teaching activities. Most of the recommended changes can be made by the universities themselves, without involving Elsevier. Each of the chapters contain a little bit of background about the particular module or element, and each of the chapters has recommendations for development goals with respect to that module. The recommendations for the Universities are short-term recommendations, that the institutions can implement within a short time span, as they concern configuration of the system only. A number of minor and longer-term recommendations for PURE/Elsevier are also included in the report.

Chapter 2

General recommendations

The committee recommends that the Danish Universities:

- Utilize the opportunities already present in the PURE platform for registering teaching and teaching activities, by using costumized versions of various modules in PURE. With these relatively minor changes, the possibility to register teaching activities in PURE will be strengthened vastly. These changes can be made by the universities within the current PURE system.

- Maintain a common template cross-institutional template for how to register teaching activities in PURE in order to ensure that users' data may eventually be transferred between institutions, that data can be compared betewen institutions, and (importantly), that common guidelines can be developed for teaching staff on how to register teaching activities in PURE. Central elements in such a common template is described in the current report.

- Develop common guidelines and how-tos for (teaching) staff on registering teaching activities in the PURE system. The existence of such guidelines can also serve the purpose of highlighting shortcomings of the current system and inform the

PURE user group and Elsevier of relevant system development trajectories.

- The universities should encourage the development of the PURE system to support registration of teaching activities further, for instance by requesting such effort in the national PURE user group. The recommendations for PURE/Elsevier will likely not occur, unless the development wishes are given voice and supported firmly by the institutions. If the Danish Universities are to have a substantial impact on the future development of the PURE system with respect to the possibility to register teaching and teaching activities, it is crucial that the Universities are unanimous in their recommendations.

- Seek to promote the ability to have (subsets of) researchers' teaching activities displayed on the Universities' web portals when university portals are redesigned. Given the new opportunities for registration of teaching activities provided with the recommendations of this report, it is important that staff who choose to register data in the system will also have the possibility to display (relevant parts) of these registrations their university portal.

- Set up an overview of PURE set-up for teaching registration, including the suggested changes in module settings, help texts and templates. Aalborg University and University of Southern Denmark have already taken steps in this direction, and it is estimated that this work can be completed within a short period of time. It is suggested that this task is treated in the Danish PURE user group.

- Pay heed to the strong signal sent by the interviewed staff, that registration of teaching activities should be voluntary for teaching staff, not mandatory. The interviewed teaching staff showed a clear interest in the possibility of showcasing, docu-

menting and making their teaching visible, but were also concerned about possible excessive registration demands.

The commitee recommends that PURE/Elsevier:

- Pursue the steps already taken to make registration of teaching and teaching activities possible even further. The new Courses modules in particular is currently quite rudimentary, and should be developed in order to realize the potentials of the module.
- Include the possibility of displaying teaching related material in future versions of the PURE portal, for instance by making it possible to sort material based on meta-data tags as is already possible for display of Publications. Indeed, PURE/Elsevier should recognize the institutions' needs to showcase teaching on the web-portals in the development of PUREs new Portal initatives.
- Give high priority to supporting export and import of data from all modules in PURE, so it will be possible for users to migrate all of their data from one institution to another. An impediment for registration of e.g. activities in PURE is that staff are currently not able to export the data when changing institutions.

Chapter 3

Relevant registration categories for teaching related activities

In June 2016 the commitee developed a list of basic categories of teaching activities that we find it would be relevant for academics at the Danish Universities to be able register (see figure 3.1). The list has been developed on the basis of discussions within the committee, and is informed by interviews and surveys with academics and leaders at the different universities. The list can be seen as a "wish list" of activities and products that the committee considers it relevant to be able to register in the system.

Several of the institutions have in recent years sought to develop career trajectories and descriptions of teaching competency development pathways for teaching staff. For instance, the University of Copenhagen has developed a so-called "Pedagogic Competence Profile" to be used in relation to Personal Development Reviews, when appointing new staff, and in similar situations. A parallel development has taken place, e.g. at University of Southern Denmark (Christiansen and Troelsen 2016). All universities in Denmark now request applicants for teaching positions to enclose a teaching port-

folio with the application, and teaching portfolio development is now an integrated part of the Teaching and Learning in Higher Education Programmes (Universitetspædagogikum) at all universitites. Several universities, including AAU, KU, RUC and SDU, have taken initiatives to encourage teaching staff to continously document teaching activities through updated teaching CVs and continous reflection on teaching. Thus, the need for teaching staff to document their teaching activities and document their teaching competence has never been higher.

A teaching portfolio can roughly be said to document two aspects of teaching practice: *Teaching experience* (broadly conceived), and *teaching competence*. The former is documented through the types of teaching, the content and the teaching related activities that the person has engaged in, while the latter is documented by the practitioner's informed reflection on his or her own teaching practice. The "wish list" of categories for registration of teaching activities developed by the committe pertain mainly to the teaching experience part of teaching capability. The committee finds that the system is not well suited for documenting more qualitative aspects of teaching competence. This, incidentally, is true also for the documentation of research.

While a modified PURE system in itself will not fill all the university's needs for documentation of teaching qualifications, being able to register teaching activities alongside research activities will be an important step in the universities' efforts to create a balanced relationship between research and education.

Completed teaching activities

- Stand-alone lectures or teaching sessions, guest lectures.
- Teaching in subunits of a course (theme, module)
- Teaching in full courses
- Course development
- Possibility to register course volume (ECTS), number of students, other teachers and role (e.g. class instructor, course leader, course coordinator)

Completed supervision of students

- Level (bachelor, master, Ph.d., other)
- Type (bachelor project, master thesis, other project assignment)
- Weight of study unit (ECTS)

Examination, assessment, external examination

- Possibility to distinguish roles of internal or external examiner

Responsibility for educational development and study program leadership

- Role, name of study, function

Knowledge sharing and dissemination of knowledge about teaching

- Collegial supervision
- Supervision of postdocs and assistant professors
- Other forms of collegial knowledge sharing

Participation in Pedagogical Development Courses

- Basic course in university Pedagogy
- University Teacher Development Course (for Assistant Professors)
- Course on Ph.d. supervision
- Other courses with university pedagogical content

Educational development work

- Development of innovative teaching units, comittee work, accreditation work etc. It will be necessary with open fields in order to describe the activity, the extent of it and the possibility to link to a (possible) product.

Developed teaching material

- Books, notes, videos, case materials etc.

Figure 3.1: The commitee's proposed list of categories of teaching and teaching related products and activities which Danish Academics should ideally be able to register.

The list of teaching and teaching related categories activities can to a certain degree be registrered in PURE version 5.8. Below we will outline in which modules the commitee finds it relevant to register the various activities. The remainder of this report will explain in details how this can be done.

Type of activity/product	*Suggested registration module*
Stand-alone lectures or teaching sessions, guest lectures.	**Activity** Module
Teaching in subunits of a course (theme, module)	**Activity** Module
Teaching in full courses	**Courses** Module
Course development	**Courses** Module
Possibility to register course volume (ECTS), number of students, other teachers and role (e.g. class instructor, course leader, course coordinator)	Roles to be defined in **Courses** and **Activity** modules
Supervision of Students	**Courses** Module
Examination	**Activity** Module
Role, name of study, function	**Activity** Module
Collegial supervision	**Activity** Module
Supervision of postdocs and assistant professors	**Courses** Module
Other forms of collegial knowledge sharing	**Activitiy** or **Publication** Modules
Development of innovative teaching units, comittee work, accreditation work etc.	**Activity** and **Publication** modules
Developed teaching material	**Publication** module

Chapter 4

Development of the Publications module

4.1 Background

The **Publication module** is one of the most elaborated elements of the PURE system, and generally the Publication module offers many possibilities for registering publications with teaching related content. Figure 4.1 shows the general type of entries that the system accepts.

Some entries are specifically teaching related, e.g. the category "Compendium/lecture notes" – and is registered with the metadata tag "Education" automatically. For several other categories, for instance "Working papers", "Net publication", "non-textual publications" and "Other", it is possible for det user to add a meta-tag in order to describe what type of academic activity it is, see figure 4.2. Thus, content can be labelled as either Research, Communication, Education or Commissioned[1]. This opportunity of designating the entry as specifically teaching or education related makes it possible to register a wide range of teaching and teaching related activities.

[1]Or the Danish translation: Forskning, Formidling, Uddannelse, Rådgivning

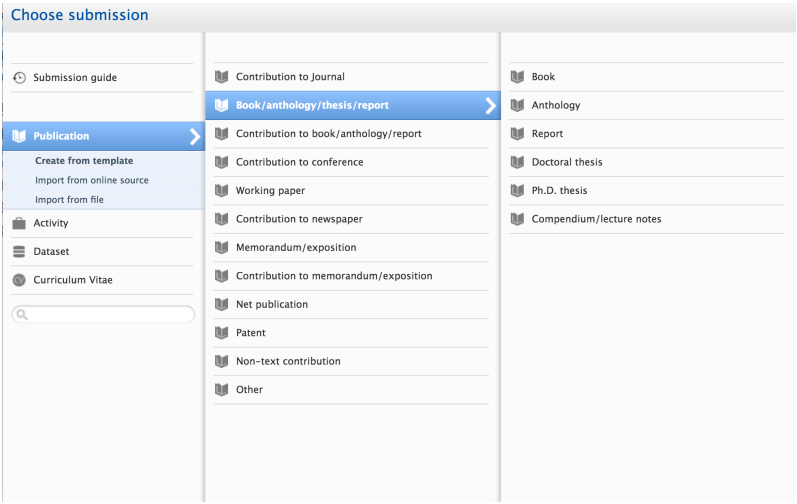

Figure 4.1: Categories of publications (University of Copenhagen)

However, for some entries it is not possible to mark them as pertaining to "Education". For instance, at the University of Copenhagen at least, it is not possible to register conference articles as "Education" even though multitudes of such publications exist. However, it is possible for the institutions themselves to define which meta-tags will apply to a given entry. Thus, in order to develop the **Publication Module** it will be necessary to to through the various categories in the Publication module and decide whether is should be possible to designate the entry with an "Education" tag. It will most also be necessary to change the accompanying help texts, as these often refer to research only.

4.2 Recommendations for the Universities

- the meta-tag "Education" might be more appropriately translated termed "Teaching" (possibly already the case at some institutions).

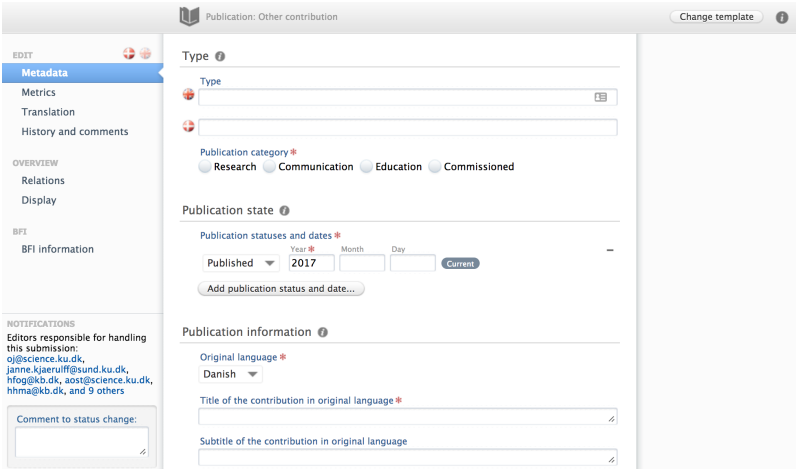

Figure 4.2: Metadata field for the publication entry “Other” (University of Copenhagen).

- the Danish Universities should decide upon which types of Publications should and which should not have the meta-tag “Teaching” available.
- the Danish Universities should change the accompanying help tags.

4.3 Recommendations for Elsevier/PURE

- It should be possible to relate publications to elements registered under the **Course Module**

Chapter 5

Development of the Activity Module

5.1 Background

With PURE version 5.7 (released October 2016), a number of changes have been made in the **Activity module**. Of importance to the possibility of registering teaching activities is that it is now possible to relate other users to all Activity elements, and it is also possible to relate the registered Activities to other types of content in PURE (e.g. Publications, Prizes, Projects, Awards etc). A new set of 9 main categories of Activities have been made, and the institutions have more flexibility in the design of the underlying categories. This makes it possible to design new content elements, within the bounds or semantics given by the parent category.

5.1.1 Main categories and type level categories

The 9 main categories used in the **Activity Module** are fixed. Some elements that used to part of the **Activity Module** (specifically the item ”Prizes, scholarships, distinctions”) have now been taken out into a separate **Prize module** (see chapter 7).

The 9 overall categories are shown in figure 5.1. The overall categories are the categories in the second column of figure 5.1.

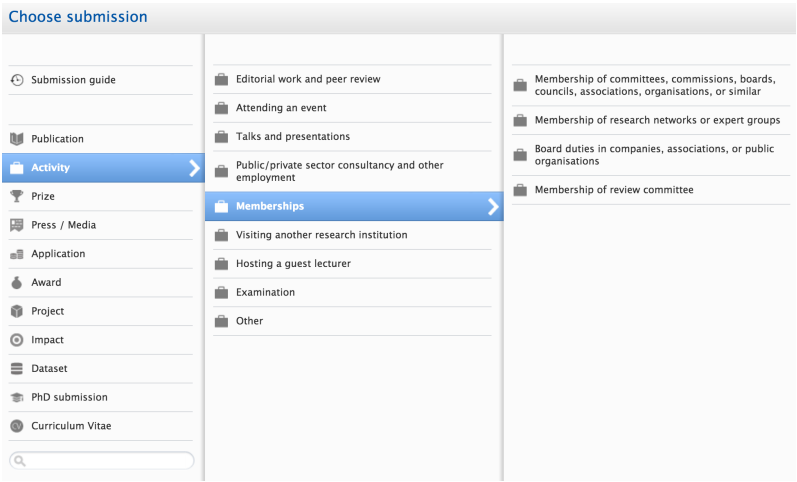

Figure 5.1: The 9 main categories of the activity module from PURE version 5.7

For each category there are a number of sub-entries (so-called type level) entries, e.g. the categories in the third column in figure 5.1 . When a type level entry is clicked, a template appears (see Figure 5.2). The templates within each of the 9 categories are similar to each other.

For instance, the category “Memberships” has four type entries in figure 5.1, and the underlying template for these two type-entries is the same, but it differs from the template for the other overall categories. Type level categories are modifiable (e.g. can be renamed), and extra type level entries can be added by the institutions according to their wishes. However, the type of template used for a given main category cannot be changed. A full expansion of the Activity module in use at Aalborg University can be seen in figure 5.3.

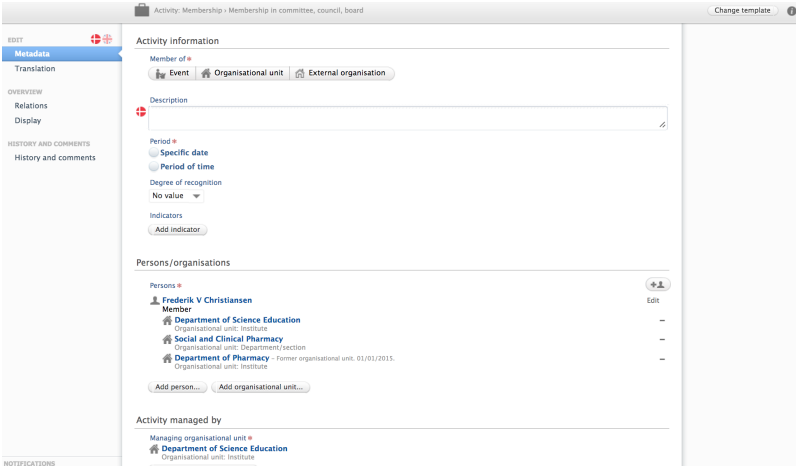

Figure 5.2: The template of ‘Memberships’ in the Activities module.

5.1.2 Templates, Indicators and meta-data

As of PURE 5.7, the templates in which user register their data **Activity Module** have been developed substantially. As mentioned, It is now possible to for relate the individual activities to other users already registered in the system or to external users, similarly to registration of publications. It is also possible to link Activities to content in other PURE modules (for instance publications and other users). This is in addition to the already existing possibility of adding internal or external organisations to the activity. Thus, for instance, a registered membership of a committee can be connected to other committee members and also to a report published by the committee in question. In addition, the module and the templates used in the modules have become more flexible, so the user institutions can now, to a degree, design content themselves.

Another new possibility is that the institutions can add so-called *indicators* to the different templates. These indicators provide the various templates with more flexibility in the layout, and it is possible to make searches based on these indicators. While indicators may prove useful in the activities module with further development, the current state of the indicators is very rudimentary and not very user friendly. Thus, more development on indicators are needed if they are to become truly usefulfor registering teaching activities (and generally).

Finally, and importantly, it is possible for the institutions to add a 'Type of activity' tag, where the activity is described on the basis of content, similarly to the the system that is currently being used in the **Publications module** (see chapter 4). Thus, any activity can likewise be labelled as pertaining to "research", "education" (or teaching), "communication" or "consultancy". This option is currently being used only to a limited degree in a few activity types, and currently only distinguishes between "Research" and "Communication". The committee finds, that the possibility of adding an "Teaching" tag to activities is very important for the usability of the Activities module for registration of teaching activities. For instance, a researcher

- Activity
  - Editorial work and peer review
    - Journal Editor
    - Series Editor
    - Editor of unfinished research anthology/collection
    - Peer review of manuscripts
  - Attending an event
    - Conference organisation or participation
    - Organisation or participation in workshops, courses or seminars
  - Talks and presentations
    - Talks and presentations in private or public companies
    - Guest lectures
    - External teaching and course activities at other universities
    - Conference presentations
  - Public/private sector consultancy and other employment
    - Consultancy
    - Public sector consultancy
    - Employment with any other public or private cinpany including your own company
    - Starting your own company
  - Memberships
    - Membership of committees, commisions, boards, councils, associations, organisations or similar
    - Membership of research networks or expert groups
    - Board duties in companies, associations, or public organisations
    - Membership of review committee
  - Visiting another research institution
    - Visiting another research institution
  - Hosting a guest lecturer
    - Hosting a guest lecturer
  - Examination
    - External examination
    - Internal examination
  - Other
    - Other

Figure 5.3: The Activity Module i PURE version 5.7 with the type level modifications made at Aalborg University 2017. The precise wording of the categories differ a little bit between the institutions, but the semantics are the same.

participating in an educational conference could register the participation as conference participation, but then designate this as "Teaching", or designate membership of a Study Board as a "membership of a board" with the designation "Teaching".

In figure 5.4 an example has been made of how an Activity can be registered with the option of choosing a relevant meta-tag.

Using this feature it will be possible to use relevant activity fields to register teaching activities, and in conjunction with adding a few extra categories several of the elements from the "wish list" described in figure 3.1 will be covered. An advantage is that is will be possible to sort activities on the basis of the type of activity, for instance in relation to displaying separate research and teaching activities on the universities portals (see chapter 9) and for faculty and academic reporting).

5.2 Recommendations for the Universities

Figure 5.2 shows the committee's suggestions for alterations in the Activity Module in order to better accommodate registration of teaching activities. Boldfaced are entries where it is suggested that the "Education" meta-tag should apply as well as tags for "Research" and possiblu "Communication" and "Consultancy". Below we wil describe the new categories proposed.

5.2.1 Renaming a category: Membership of research networks or expert groups

We suggest that this category is renamed to "membership of network or expert group", and that it is made possible to designate the entries as "Education" (or "Teaching"). An example of such education oriented network could be the special interest groups in the Danish Network for Educational Development in Higher Education (see http://www.dun-net.dk/sigs-special-interest-groups/) – many such networks and groups exist within specific disciplines.

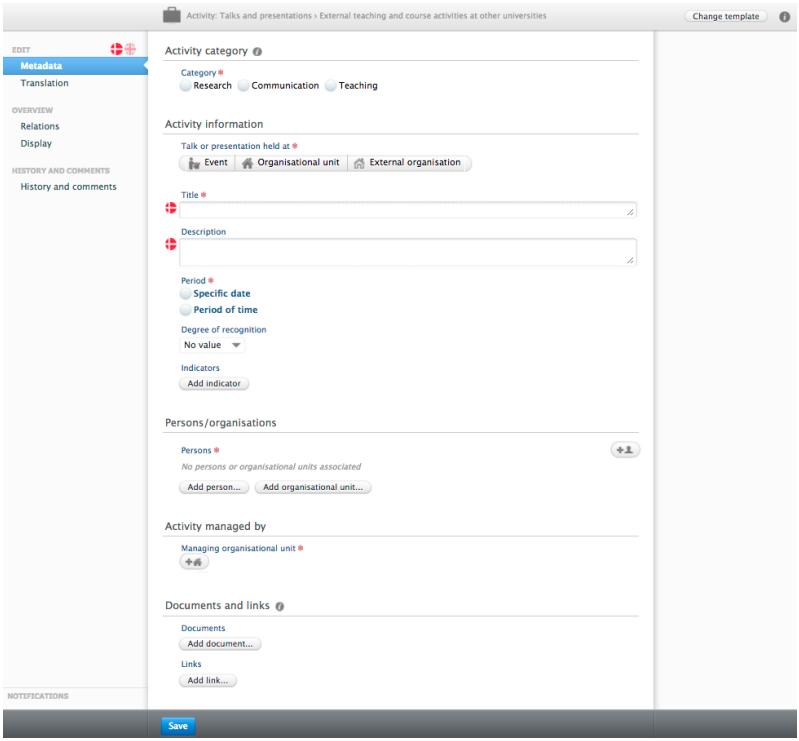

Figure 5.4: It is possible for the institutions to add a meta-tag distinction between types of activities - Research, Teaching, Communication or Commissioned. This possibility is not currently being used by the institutions.

- Activity
  - Editorial work and peer review
    - Journal Editor
    - **Series Editor**
    - **Editor of unfinished research anthology/collection**
    - **Peer review of manuscripts**
  - Attending an event
    - **Conference organisation or participation**
    - **Organisation or participation in workshops, courses or seminars**
  - Talks and presentations
    - **Talks and presentations in private or public companies**
    - **Guest lectures**
    - **External teaching and course activities at other universities**
    - **Conference presentations**
  - Public/private sector consultancy and other employment
    - Consultancy
    - Public sector consultancy
    - Employment with any other public or private cinpany including your own company
    - Starting your own company
  - Memberships
    - **Membership of committees, commisions, boards, councils, associations, organisations or similar**
    - **Membership of networks or expert groups** (REPHRASED)
    - Board duties in companies, associations, or public organisations
    - **Membership of review committee**
    - ***Academic management*** (Danish: Forsknings- og studieledelse)
  - Visiting another research institution
    - **Visiting another research institution**
  - Hosting a guest lecturer
    - **Hosting a guest lecturer**
  - Examination
    - **External examination**
    - **Internal examination**
  - Other
    - **Other**
    - ***Development work*** (Danish: Udviklingsarbejde)

Figure 5.5: Suggested layout of the activity module. Categories highligted in boldface should be possible to register as “Education”. Categories in italics and boldface are suggestions for new categories.

5.2.2 New category: Academic management

Academic middle management of studies, research and communication constitute an important part of academic life for a large group of academics (suggested Danish translation: Forsknings- og uddannelsesledelse) . On the teaching related side, academic management could refer to fulfilling positions as e.g. head of studies, deputy head of department for teaching, head of teaching commitee, head of school etc. On the research side, positions could include such functions as section leaders, research group leaders, deputy head of department for research etc. Many of these middle management obligations are very time consuming, and there is no suitable way to register them in the current **Activity Module**. On making entries in this new suggested category, it should be possible to distinguish between at least "research", "education" and ""communication, possibly also "Consultancy". We suggest that this type entry is placed under the category "Memberships", although this is somewhat misleading. The justification (other than it being a question of the inadequacy of the parent categories) is that for many of these positions, there is an accompanying forum (committee, board, group), though this is not always the case. For instance, a Head of studies (studieleder) is affiliated with a study board (studienævn), but need not be a member of the study board.

5.2.3 New category: Development work

A new main category in the activity module is suggested to be placed in the "Other category": "Development work" (Udviklingsarbejde).This category could contain both teaching and research development work, or development work pertaining to Consultancy or Communication. Examples of relevant teaching activities could be: teaching applications, accrediation work, teaching peer-reviews, program redesign etc.

5.2.4 Study structure should be present in the PURE system

Implementation of internal organizational study stucture at all institutions should be registered. Currently, this is not the case at all institutions. As PURE is primarily a research administrative system, the main organizational structure in the system reflects the university's research infra-structure. For this reason it is only possible to relate content to e.g. faculties, departments and research groups, whereas e.g. study boards, Schools and other organizations in the study organization are absent. It is possible for users to create these units as external organisations, but this is misleading for internal study organisations. It will therefore be relevant to establish a organizational study structure representing e.g. study boards (studienævn), Schools, Programs, teaching committees (uddannelsesudvalg) etc. This is relevant for both the Publications and the Activity modules.

5.3 Recommendations

- The field "Degree of recognition" ("grad af anerkendelse") which is present in several templates seems irrelevant or even misleading for some activity types. This field should be reconsidered or made configurable by the institutions in the specific templates.
- Development of "Indicators" (Indikatorer) would be useful. The indicators are applicable, but their visibility on the templates is unsatisfactory from a user perspective. A clearer presentation of the indicators is needed, and it would be useful for reporting – particularly if it is possible to define some as mandatory. In addition, indicators could depend on the type of activity chosen (Research, Education etc).
- It should be possible to relate Activities to elements registered under Courses.

Chapter 6

Development of the Courses modules

6.1 Background

The **Courses Module** is also a novelty in the PURE system, and it is still in a quite rudimentary form. The template used in the courses module can be seen in figure 6.1. It is possible to register title, description, course developer, and occurrences, if the course has been undertaken several times. Under occurrences it is possible to register co-teachers. The current drop down menus "Field' and "Course level" are currently not particularly meaningful in a Danish context.

Unlike the elements in the **Activity Module** it is currently not possible to relate content to other content in the PURE modules (for instance Publications, Activities, Prizes).

The courses module does not distinguish between different types of courses, and it is not possible to assign course weights to the registrered courses.

In spite of the current limitations of the Courses module, the committee suggests that the courses module is used for registration of both classroom sized and larger class course teaching, and individual or group based supervision of students. Adding supervision

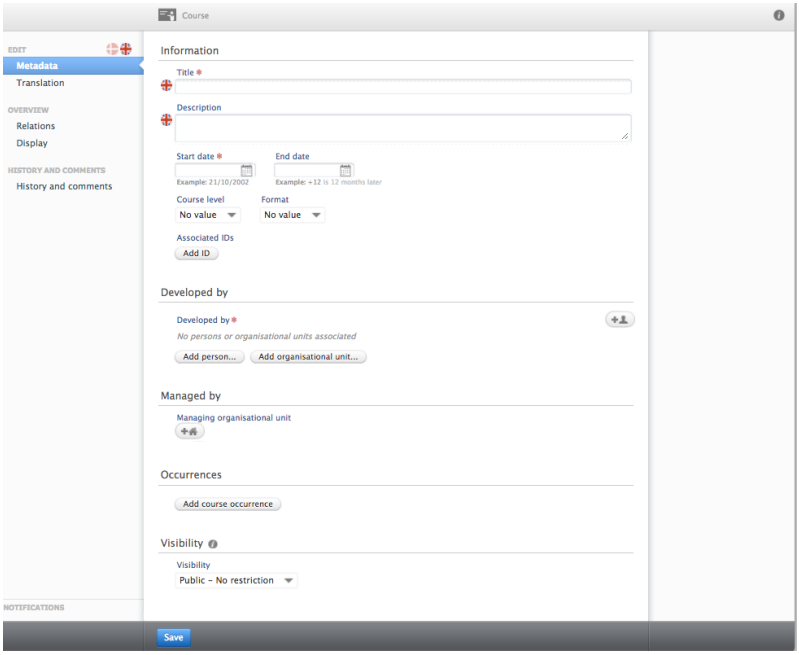

Figure 6.1: The current layout of the Courses module

of students (for instance bachelor and master project supervision) will require at least minor alterations of the course module by the insitutions, as will be described below.

6.1.1 Recommended modifications to the Course Module: Proof of concept

Below we will demonstrate how the Courses Module can be modified to be applicable for registration of both supervision activities and course teaching. The title ”Courses” is obviously inadequate, but this can be changed so that the overall category is called ”Courses and supervision”, see figure 6.2.

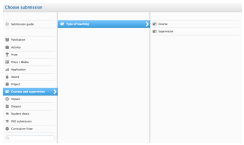

Figure 6.2: Suggested name change for the courses module

In the subcategory below, an option will be given to choose either ”Course” or ”Supervision”, see figure 6.3.

The two underlying templates are identical, except for the name – but the name makes it possible to distinguish the two main types of teaching from each other, which will be useful e.g. in reporting, CV construction etc.

Ideally, the template should adjust depending on the choice, so that e.g. the role of ”supervisor” can be set as default if ”Supervision” is chosen, and ”Teacher” is chosen as the default role for ”Course”. However, this is not currently possible.

The two drop-down menus “Fields” and “Course level” are currently not very useful, but the two-drop down menus can be modified to make provide with important information about the course. Thus, we suggest that the two drop down menus are used to desig-

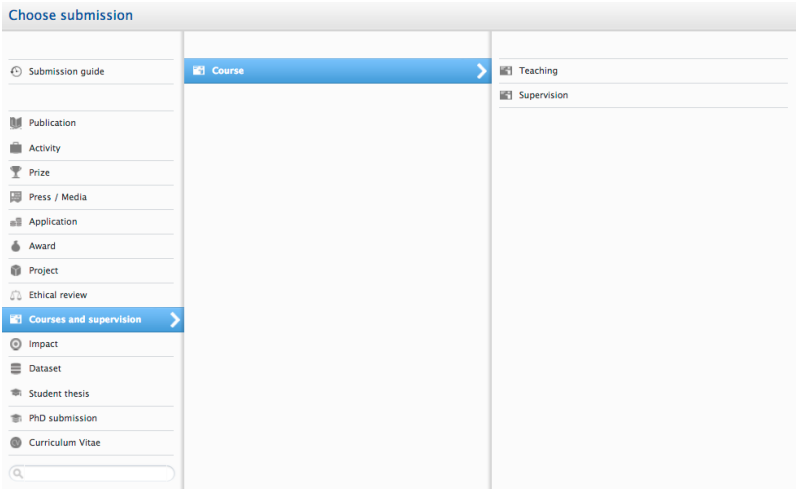

Figure 6.3: Suggested option to distinguish Courses from Supervision

nate course weight in ECTS credits and level of course/supervision (e.g. bachelor, master, ph.d., other – corresponding to levels 6 to 8 in the Danish Qualifications Framework). Examples can be seen in figures 6.4 and 6.5.

In the occurrences menu it is possible to designate, year, semester and affiliate teacher or supervisor - several teachers, In the suggested setup two roles are suggested: Teacher or supervisor. Other roles may be considered, for instance ”Co-supervisor” and ”Co-teacher”. It is also possible to enter the number of students in the class or project group and the name of the study program. See figure 6.6 and figure 6.7

With the above described modifications to the Courses module the committee finds, that it is feasible to register both course activities and supervision in the Courses modules – and this is a central recommendation from the committee. All of these costumizations may be done by the universities themselves, and can be effected with short notice.

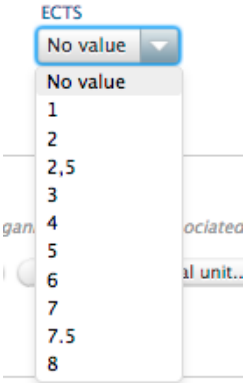

Figure 6.4: Suggested drop-down menu to designate ECTS weight of study unit ranging up to 60 ECTS (only values until 8 are shown).

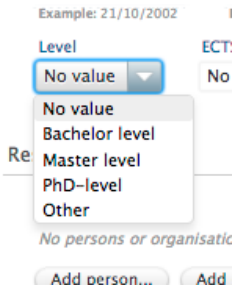

Figure 6.5: Suggested drop-down menu to designate level of teaching

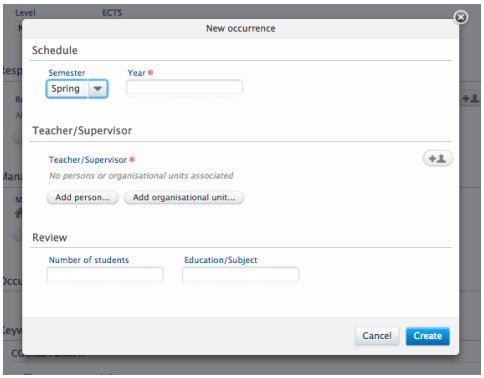

Figure 6.6: Suggested modification of occurences

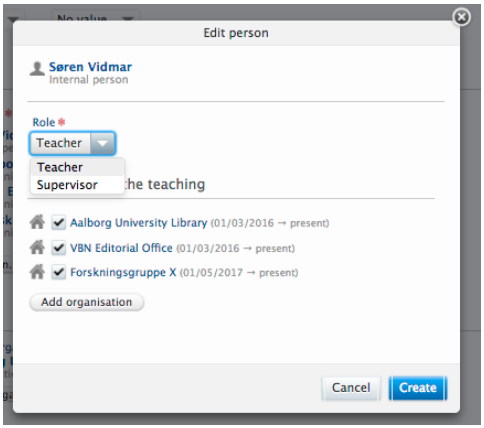

Figure 6.7: Suggested modification person adding

6.2 Recommendations for the Universities

- We recommend that the universities implement use of the Courses module, and adapt the module so that also supervision tasks may be entered in this system as described in the current chapter.

- The overall heading of the Module should be changed to "Courses and supervision", as the label current default label "Courses" does not adequately capture supervision which constitutes one of the most important types of teaching at the university.

- The heading "Developed by" in the template should be changed to "Course leader" or "Course coordinator" in order to better fit the situation in Denmark. Often the term "Developed by" cannot be given a relevant answer, whereas "Course leader" will make sense.

- We recommend that the field "Course level" is used to designate the educational level: "Bachelor level", "Master level", "Ph.d.", "Other".

- We recommend that the field "Format" is changed to designate ECTS weight of the study unit.

- The field "Managed by" refers to an organizational unit - typically a department, faculty or university. In the Danish setting, the most appropriate labelling would be name of the Study board offering the course (see Act on Universities §18, section 4). For Ph.d. courses, the relevant organization would be the ph.d. committee. Such designations require that the study structure is present in the organizational structure, which is not the case at present (at least not at all universities). We recommend that relevant organs in the study structure (e.g. study boards) can be found in the PURE system.

6.3 Recommendations for PURE/Elsevier

- The template should adjust depending on the choice (Course or supervision), so that e.g. the role of ”supervisor” can be set as default if ”Supervision” is chosen, and ”Teacher” is chosen as the default role for ”Course”. This is not currently possible.
- The possibility to relate courses to other types of content should be added. The possibility to (add least) add a link to a course description should be made available.
- A few institutions are currently using a module for student projects. A longer term development goal could be to automatically push student projects registered by students with a specific supervisor to the supervisors' Courses module.
- It should be possible to extract material from the Courses module to the CV module and the university portals.

Chapter 7

Development of the Prize module

7.1 Background

The **Prize module** is a relatively new module in PURE, existing from version 5.7. However, previously prizes and awards was part of the **Activity Module**, and already registered prizes are transferred automatically to this module. The justification by PURE/Elsevier for moving Prizes out in a specific module seems to be that prizes should be given more prominence. It is possible to add others persons to the prizes as well, and to designate the awarding institution whether it is external or internal.

Teaching prizes are commonly used at most universities and usually figure at different organization levels (university, faculty, department or related to specific study programs). Many of the already registered prizes in the PURE system are indeed teaching prizes. Figure 7.1 shows the basic layout of the **Prize module** in Pure version 5.8.

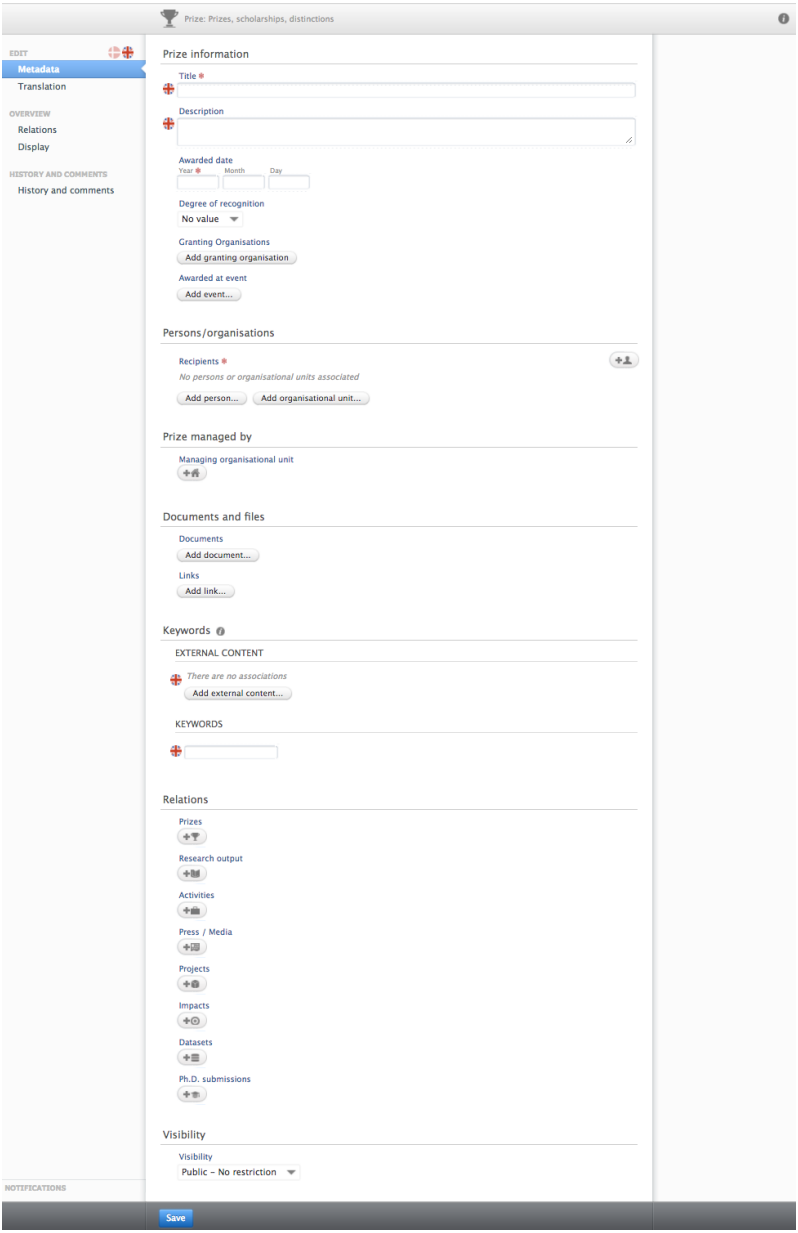

Figure 7.1: Layout of the prizes module

7.2 Recommendations for the Universities

The main recommendation for the **Prizes module** is that the meta-tag making designation between "Research", "Teaching" and "Communication" is added. This will make it possible to sort data on the basis of type, for instance in relation to making teaching CV's and on the universities' portals. This change can be effected by the institutions themselves.

7.3 Recommendations for Elsevier/PURE

- The ability to sort prizes according to meta-tag category (if applicable) should be added to the CV module, the FAAR module and the web portals.
- As many teaching prizes are given to teacher on the basis of their teaching in a specific course, it would make sense if prizes could be related to items entered in the Course Module. This is currently not an option.

Chapter 8

Development of the Curriculum Vitae module

8.1 Background

The Curriculum Vitae function allows users to create CV's based on content registered in the other PURE modules. Different types of CV's can be created (see figure 8.1 – one is the CV for download on the university's portal, a highlighted content CV which is displayed under the Person Editor, a Personal CV for download in Word of PDF-format, as well as other costum types of CVs. The template for the CV's are similar to each other – when a user picks a CV, for instance a personal CV, the user will be given an option to add elements from the Person editor, the **Publications module** and the **Activity Module**. In addition, the user will offered to add optional text fields etc.

With respect to registration of teaching activities - e.g. for making Teaching CVs, it is already possible to sort publications in the CV on the basis of the Research-Education-Communication meta-tag (see figure 8.2). This option does not exist for Activities, but this option cannot be hard to add by Else vier/PURE, as the functionality is already present in the Publication section of the CV module.

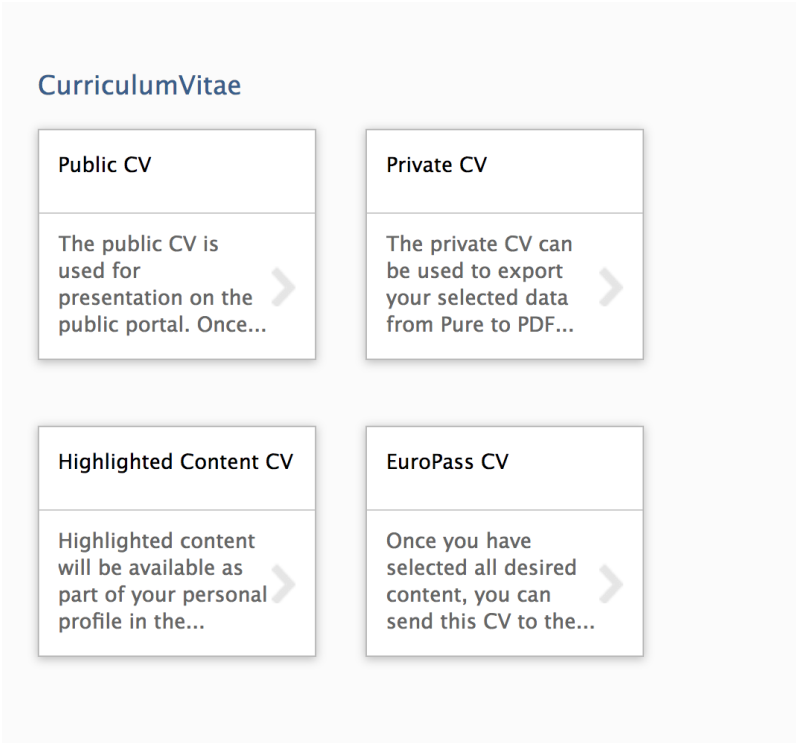

Figure 8.1: The types of CV's available for employeees at the University of Copenhagen

The possibility of adding content from other Modules than Publications and Activities does not yet exist. In order to make a proper teaching CV it should be possible to draw content from also the Courses and the Prize module, and it should be made possible to sort the

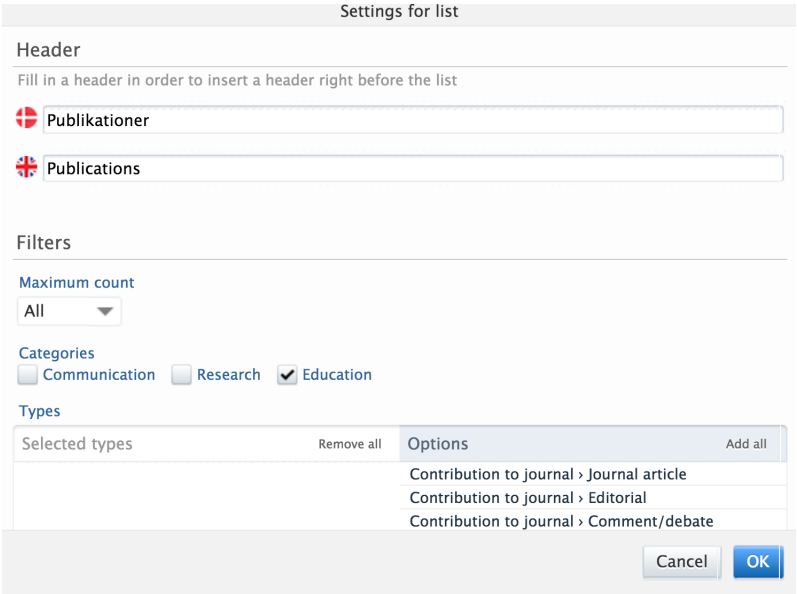

Figure 8.2: Sorting of Publications on the basis of type for a private CV

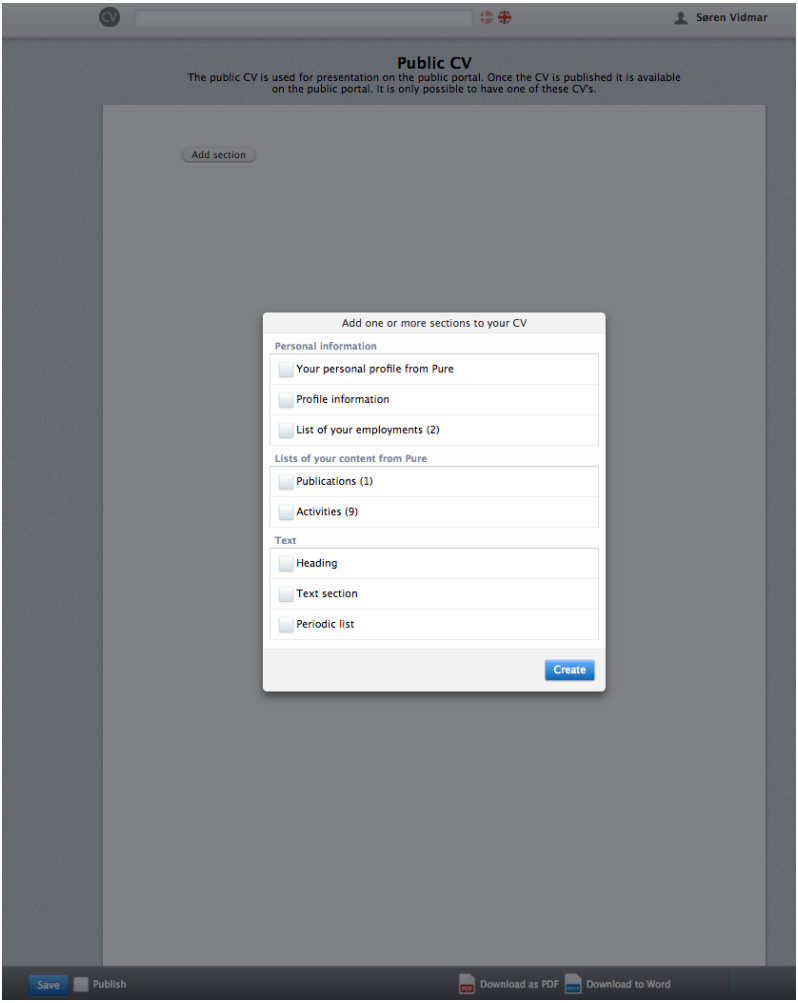

Figure 8.3: Options given for making a public or private CV. As can be seen, only content from Publications and Activity modules are currently drawn to the CVs, whereas content from Prizes and Courses cannot be added.

8.2 Short-term recommendations for the Universities

- With addition of the ability to draw data from the Prizes and the Courses Module, and sorting activities by type (Research, Teaching etc) the CV module can be used to make relevant Teaching CVs. The common guidelines for staff to be developed should include a section on how to make a teaching CV.

- Some universities (AAU, SDU) have developed costumized Teaching CVs. These teaching CVs templates, which are quite rudimentary, should be modified when/if the short term recommendations of this report are implemented, to allow for users to harvest information from the PURE modules.

8.3 Long-term development recommendations

- The possibility to sort activities on the basis of type for Activities should be added. This can hardly be considered a "long-term" development.

- The possibility to add content from the **Courses module** and **Prizes module** to personal CVs, Public CVs and customized CVs should be added. For data from Prizes, the ability to sort on activity type should be added.

Chapter 9

Development of the Web portals

9.1 Background

Maintaining the universities' portals is currently done by Elsevier, according to the requests of the individual institutions. There are quite large differences in how the data is being displayed, but basically, the displayed data reflects content stored in the various PURE modules, notably content from the Person Editor, the Publications Module, the Activity Module and the CV module. An example from SDU's portal is shown in figure 9.1.

Figure 9.1: An example of a researcher profile displaying elements from the Publication module and Activities module. Data from other modules can be found by selecting the relevant tabs.

Within the Publications heading it is possible to sort entries according to meta-tags– importantly, to distinguish between showing ”All”, ”Research”, ”Teaching” and ”Communication” on the one hand, and according to publication type on the other[1]. In addition, it is possible to sort on the basis of the type of publication (e.g. journal article, books etc). An example where both of these options are possible is shown in figure 9.2.

Figure 9.2: Publication data can be sorted according to relevant entry types

9.1.1 Elseviers plans for portal development

Elsevier is aiming for the institutions to have a more uniform researcher and institution presentation, and a draft version of the portal

[1]Note all insitutions are using this option

(setup for Aalborg University) can be seen in figure 9.3. In the draft version, the new type ”Courses” is not present (possibly because the module has not been activated). Also, while it is possible to search for prices at institution level, it is apparently not possible on individual level. These features should be added. Also, for the Activities, Publications and Prizes, it should be possible to sort according to meta-tag (Research, Teaching etc).

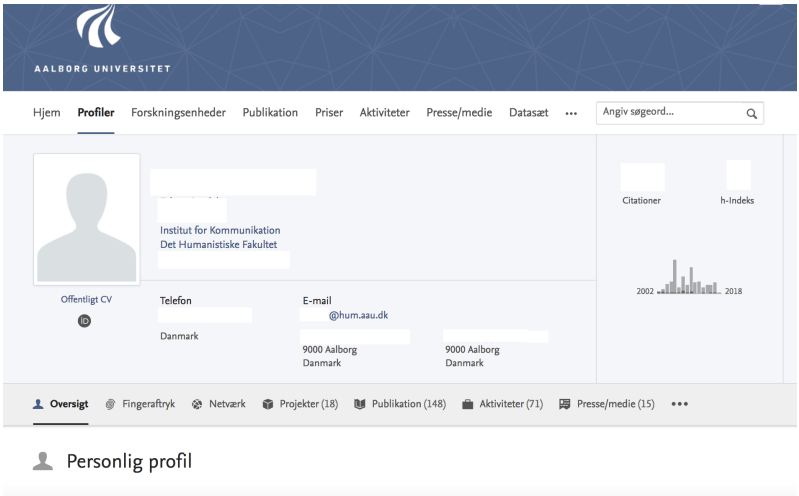

Figure 9.3: Anonymized version of entry in PUREs proposed standard portal

9.2 Recommendations for the Universities

Currently the individual universities have agreements with Elsevier about Portal Development. The possibility of sorting Activities according to type, addition of Courses and Prizes (+sorting option) should ideally be added to the insitutions’ web-portals

9.3 Long-term development recommendations

The possibility to sort content, including Activities and Prizes, as pertaining to research, education, communication or consultancy. Prizes and Courses tabs should be added to website layouts.

Appendix A

Letter from DUN to RUP

14-12-2017

Til

Danske Universiteters Uddannelsespolitiske Udvalg (RUP)

Vedr. anvendelse af PURE til undervisningsrapportering
Det er med stor interesse, at bestyrelsen for Dansk Universitetspædagogisk Netværk har læst rapporten om undervisningsregistrering i PURE. Rapporten konkluderer i hovedtræk, at PURE med mindre tilretninger kan anvendes til at registrere forskelligartede undervisningsaktiviteter. Udviklingen af et fælles system vil lette bevægelsen på tværs af institutioner.

Rapportens væsentligste anbefalinger er

- at de danske universiteter i samarbejde arbejder for at udvikle mulighederne for, at PURE kan bruges til meningsfuldt at registrere undervisning.

- at de danske universiteter samarbejder om at udvikle guidelines til anvendelsen af registreringssystemet

- at de danske universiteter arbejder målrettet for at påvirke PURE/Elsevier til at arbejde med at udvikle systemet
- at registrering af undervisning skal være frivillig og ikke bidrage unødigt til dobbeltregistrering og et øget dokumentationskrav.

Et flertal i Dansk Universitetspædagogisk Netværks bestyrelse bakker op om disse anbefalinger, fordi vi mener, at en registrering af undervisningsaktiviteter på underviseres offentlige PURE-profiler kan være med til at synliggøre den meget store undervisningsindsats, der lægges på universiteterne.

Ved at øge synligheden af undervisningsaktiviteter bliver det muligt i højere grad at balancere vægten af forskning og undervisning og dermed gøre det muligt at afspejle de reelle arbejdsopgaver. Dertil bliver det også muligt for ansatte eksplicit at profilere sig på deres undervisningsmeritter såvel som deres forskningsmeritter og øvrige aktiviteter. En øget synliggørelse af undervisningsaktiviteter vil også muliggøre eksplicitering af undervisernes væsentlige roller som f.eks. kursusleder, vejleder og curriculumudvikler.

Et flertal i bestyrelsen anbefaler ligeledes, at det på alle universiteter bliver muligt for ansatte, der ikke er i VIP-stillinger, at have en PURE-profil i det omfang det er relevant for dem i forhold til at registrere undervisning, udviklingsarbejde og publikationer. Dette ønske er blandt andet fremsat fordi en del af de ansatte, der arbejder med universitetspædagogisk udviklingsarbejde er ansat som konsulenter eller fuldmægtige i TAP-stillinger på bl.a. universiteternes pædagogiske centre.

DUN-bestyrelsen står til rådighed for at uddybe disse synspunkter.

Med venlig hilsen
Lars Ulriksen
Formand
Dansk Universitetspædagogisk Netværk

Bibliography

Christiansen, Frederik Voetmann and Rie Troelsen (2016). “Dokumentation af undervisningskompetencer — om brugen af portfolio i og uden for adjunktuddannelserne”. In: *Dansk Universitetspædagogisk tidsskrift* 21, pp. 44–56.