

Research-Based education at CBS

At CBS, research-based education provides 3 sets of basic competences to students: The ability of critical reflection, the command of a scientific work process, and insight into the research areas of CBS.

- **Critical reflection** means that learning is not about the rote learning of given truths, but about reflecting on the conceptual and theoretical substance of statements and analyses. This is exercised through theoretical analysis and critique, and through the systematic study of alternative theories.
- A **scientific work process** is characterized by considerations about what the aims of a certain analysis are, by the critical choice of theories based on their validity and relevance, by a data processing method, where data are selected, processed and analyzed systematically, and by conclusions that are made and methods considered in a transparent fashion. These elements occur in many modules of higher education, but most prominently in larger independent, but supervised, projects like bachelor projects and masters theses.
- **CBS' research areas** cover a broad selection of academic disciplines in the social and human sciences, and a large number of industries, sectors and professions. They also cover a broad range of empirical fields in business and in other areas of society. Depending on their specialization, students are familiarized with a selection of those disciplines, learning their working methods, theories, results, applicability and international context. Students also get to know empirical fields like sectors, industries, policy areas, practices and other fields of action.

These three sets of competences are common to all programs and courses at CBS, but are unfolded differently in relation to level, context and tradition - both for programs and courses. The Dean of Education has established a set of measures of research foundation for programs, to be applied by the study boards in their determination of program structure and learning objectives.

Programs are research-based, courses contribute

The “research-based” concept is valid for the totality of a program, not for each course. One program can include courses that are not directly research-based, as long as they are part of a program that develops the three fundamental competences.

Research-based is not synonymous with researcher-taught

It is important to emphasize that “research based” is not indicating that all teaching is done by researchers. The latter is an issue of “researcher covered”, and can be measured by the proportion of teaching hours at the program or in the course, where a researcher is present and in charge.

The presence of active researchers in the classroom is neither indispensable nor sufficient for research-based education to proceed. On the other hand, such presence is an important element in research-based education. CBS has – also in order to accommodate international standards in the field – chosen the following **ambition** for minimum researcher coverage at different program levels:

Bachelor and diploma levels: minimum 50 % researcher covered
Master levels: minimum 70 % researcher covered
PhD level: minimum 90 % researcher covered

These principles apply to programs, not to courses; furthermore, the ambition will be fulfilled as allowed by the budgetary possibilities of CBS, in conjunction with decisions on class sizes and teaching hours.

CBS methods to ensure research-based education

The goals of each program are expressed in its Learning Objectives and Competence Profile. It is the responsibility of each **Study Board** to formulate learning objectives both reflecting the general principles and expressing the specific profile of the program in terms of academic contents, and to organize the program ensuring consistency, progression and a volume of teaching suitable for student's full-time occupation (cf. the CBs Codex for the Planning of Teaching).

Program quality is measured through student evaluations, external examiner feed-back, employer dialogue and exam data. The quality assurance is governed by the **Dean** of Education, and by **Departments** having the academic responsibility for course contents and teaching quality. Implementation of program quality is through guidelines for the courses that make up the program. Course descriptions contain learning objectives that describe how courses contribute to program learning goals, and regulate the course curricula, pedagogy, workload, academic coordination, instructors and assessment formats.

Quality Assurance is maintained through the system introduced in 2012: Every 4 years each program undergoes an internal evaluation process, where the dean of education, the study board, relevant departments and external evaluators discuss the situation of the program, based on data from school files. These evaluations are followed by action plans, delivered by the Academic Director of the program in dialogue with the study board. The Academic program Director delivers annual reports to the Dean, developing the action plans, and in the annual visitation round the Dean discusses the plans with the Director and the Committee.