

Research-based education at CBS

At CBS, research-based education provides three 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 root 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 analysed 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 master 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 programmes and courses at CBS, but are unfolded differently in relation to level, context and academic discipline - both for programmes and courses. The Dean of Education has established a set of measures of research foundation for programmes, to be applied by the study boards in their determination of programme structure and learning objectives.

Programmes are research-based, courses contribute

The “research-based” concept is valid for the totality of a programme, not for each course. One programme can include courses that are not directly research-based, as long as they are part of a programme 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-taught and can be measured by the proportion of teaching hours at the programme 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. The CBS researchers focus on the planning and coordination of courses and programmes, and they monitor the practices and assess the qualifications of adjunct faculty. Researchers teach where their research qualifications are most relevant and most needed.

CBS methods to ensure research-based education

The goals of each programme are expressed in its learning objectives and competency 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 programme in terms of academic content, and to organize the programme ensuring consistency, progression and a volume of teaching suitable for student's full-time occupation (cf. “Application of teaching resources”). Programme quality is measured through student evaluations, external examiner feedback, employer dialogue and exam data.

The quality assurance is governed by the Dean of Education, and by departments having the academic responsibility for course content and teaching quality. Course descriptions contain learning objectives according to which the students are assessed at the exam. They also describe the course curricula, pedagogy, student workload, and assessment formats.

Quality assurance is further maintained through the system of “Recurring programme peer review” introduced in 2012: Every 5 years each programme undergoes an internal evaluation process, where the Dean of Education, the study board, relevant departments and external reviewers discuss the situation of the programme, based on relevant data. These evaluations are followed by action plans, delivered by the Programme Director in dialogue with the study board. The Programme Director delivers annual reports to the Dean of Education, develop action plans, and in the annual visitation round the Dean of Education discusses the plans with the Programme Director and the study board.