Book of Abstracts

TAL2026

Teaching for Active Learning

5 November 2026, University of Southern Denmark

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Programme TAL2026

5 November 2026, University of Southern Denmark

09.00:	**Coffee and rolls –** *Udsigten at the main entrance*
09.30:	**Welcome** – *Room O100*
09.45:	**Learning Community Vignettes** – three different ways in which teachers and students facilitate learning communities – *Room O100*
10.45:	**Break**
11.00:	**Parallel sessions 1 (Morning)**: short communications, posters, and work-shops – *conference rooms O100, O94, O95, O96, O97, O99*
12.15:	**Lunch** – *Udsigten at the main entrance*
13.00:	**Parallel sessions 2 (Afternoon)**: short communications, posters, and work-shops – *conference rooms O94, O95, O96, O97, O99, and Campustorvet*
14.15:	**Break**
14.30:	**Keynote**: Laura Louise Sarauw - Reflections on the changing purposes of learning communities in higher education. – *Room O100*
15.15:	**Closing remarks**
15.30:	**See you again next year**

Map and directions

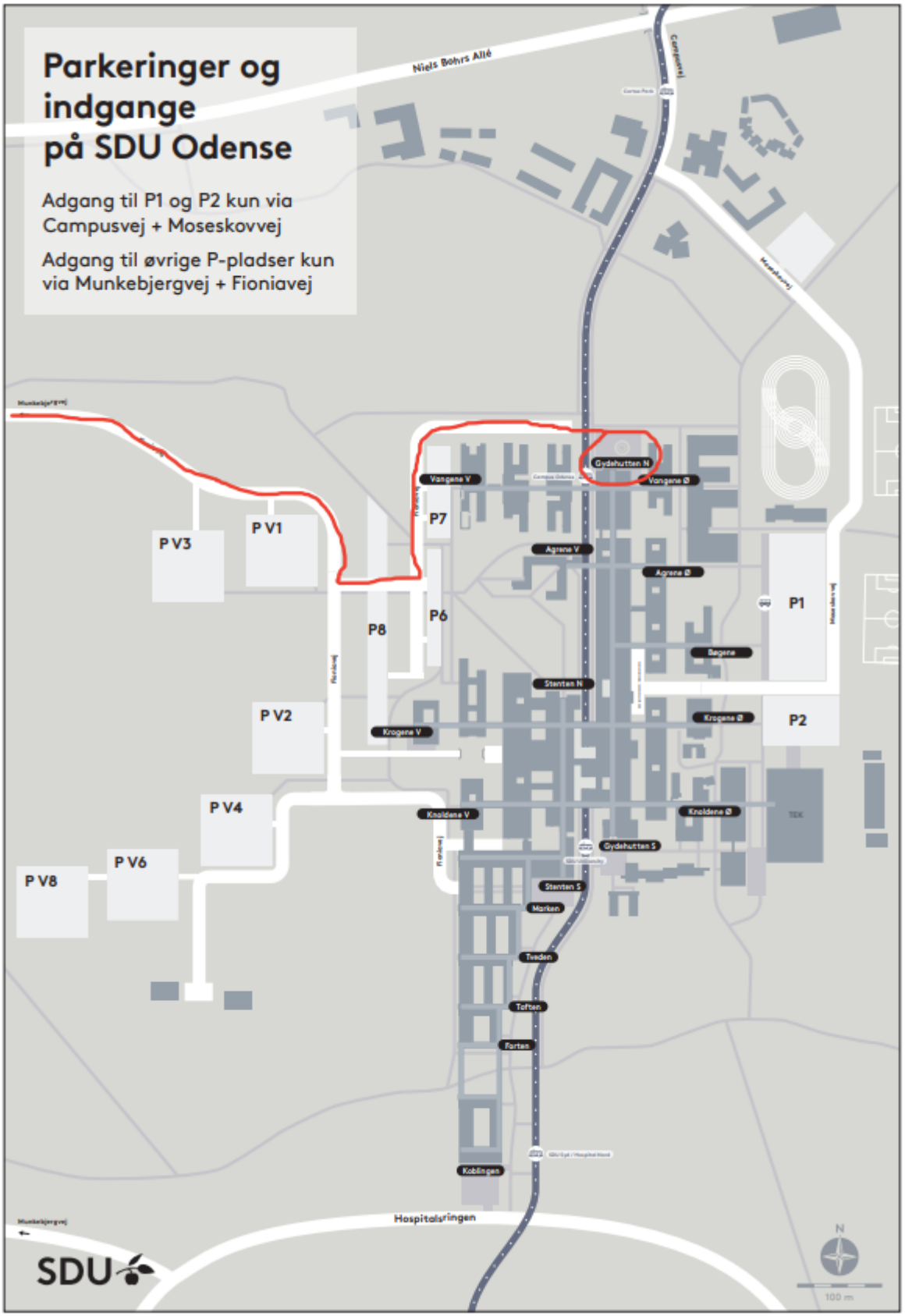
Location and address
Auditorium O100
Syddansk Universitet
Campusvej 55 5230 Odense M

See map

Parking
If you arrive at SDU by car, we advise you to enter by Munkebjergvej and Fioniavej and to use the parking spaces at Fioniavej (P West – PV1, PV3 ...). Then head for Auditorium O100 near the main entrance (15). Parking at P East, P1, P2 via Moseskovvej can be very difficult due to limited spaces, and there are far more available parking spaces at Fioniavej.

See the map on the next page. The red circle marks the main entrance (Gydehutten N).

Odense Letbane / Tram
If you arrive at SDU by tram, get off at Campus Odense and head for the main entrance (15). You can buy tickets via the app "RejseBillet" or from one of the local vendors (for instance at Odense Banegård and at the bookstore *Academic Books* at SDU, Campus).


Parkeringer og indgange på SDU Odense
Adgang til P1 og P2 kun via Campusvej + Moseskovvej
Adgang til øvrige P-pladser kun via Munkebjergvej + Fioniavej
Niels Bohrs Allé
Campusvej
Moseskovvej
Munkebjergvej
Fioniavej
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Keynote: Laura Louise Sarauw

Dr Laura Louise Sarauw is a researcher in higher education policy and governance at University College Copenhagen. Her work explores how contemporary governance reforms reshape academic practices, subjectivities, and educational purposes.

Reflections on the changing purposes of learning communities in higher education

In this closing keynote, Laura Louise Sarauw invites participants to step back from everyday teaching practice and reflect on the changing purposes of learning communities in higher education.

Once closely associated with democratic formation and shared agency, learning communities are increasingly mobilised to address social and institutional concerns such as student well-being, retention, academic progression, and employability.

Drawing on examples from higher education in Denmark, Laura Louise Sarauw explores how these shifting purposes may quietly reshape pedagogical forms, participation expectations, and teacher-student relations - often without being explicitly articulated.

She argues that educators are inevitably part of these subtle transformations and invites reflection on how learning communities can remain pedagogically open while operating within new social and institutional contexts.

The keynote will end with time allocated for questions and discussion.

Time:
14.30-15.15

Room:
O100

Learning Community Vignettes

During this part of the programme three presenters will present different ways in which teachers and students facilitate learning communities.

Co-developing a team project within an effective learning community

Ïo Valls-Ratés, *Assistant Professor at the Centre for Industrial Electronics (CIE), SDU Sønderborg*

Teamwork might sound simple, but it fundamentally relies on communication and open-mindedness. This team, formed by nine students, shows how clear and honest communication and open-mindedness can drive an engineering project forward.

Bookending a study programme to foster academic socialisation

Anne H. Fabricius, *Associate Professor of English Linguistics, Head of Studies and House Coordinator, Global Humanities, Roskilde University*
Stephen Carney*, Professor in Educational Studies, Roskilde University*

At Global Humanities, a broad globally oriented humanities programme at RUC, the programme has a focus on fostering the students' interrelationships, project-work capabilities, well-being and academic thriving in a linguistically diverse cohort using English as a second language. This happens through four semester progression courses culminating at BA level with a 'Knowledge Festival'.

Designing Safe and Playful Learning Communities in Higher Education

Clara Bender, *Associate Professor in Design Thinking for Health, Department of Health Science and Technology, Aalborg University*

This presentation explores how playful and psychologically safe learning communities can enhance student ownership, engagement, and wellbeing in higher education. Drawing on experiences from redesigning courses in digital health and health technology education, the talk shows how structured student involvement, continuous feedback, and principles from Stanford's Life Design framework can support more inclusive and engaging learning communities.

Time:
09.45-10.45

Room:
O100

Overview of sessions

Please note that the presentations in the Danish sessions may have an English title and abstract, even though they will be held in Danish.

Total number of presentations during parallel sessions: 29

Short Communications (SC): 21

Posters (P): 4

Workshops (WS): 4

Morning 11.00-12.15

Session: 1 **Language:** DK **Room:** O94	**Session:** 2 **Language:** DK **Room:** O100	**Session:** 3 **Language:** ENG **Room:** O96	**Session:** 4 **Language:** ENG **Room:** O95
SC 1 Spørgsmålenes særlige didaktiske funktion på masteruddannelsen i offentlig ledelse: Erfaringsudveksling, inspiration og netværk *Christina Pontoppidan*	**SC 5** Fremmøde som forudsætning for læringsfællesskaber: Hvad ved vi om stigende fravær blandt universitetsstuderende? *Tove Faber Frandsen* *Christina Louise Lindhardt*	**SC 8** Back to the drawing board—Embracing academic rigor as a practice for facing intellectual doubt and pivoting directions for active learning *Steven Breunig*	**Poster 1** From Passive Attendance to Active Participation: Using Machine Learning Challenges to Improve Student Engagement *Tariq Yousef*
SC 3 Action Under Underdetermination: Action Accounts as Research-Based Teaching Design in EiT26 *Steffen Kjær Johansen* *Donna Hurford*	**SC 6** Struktureret peer-feedback som aktiv læring: erfaringer med RISE-modellen i undervisning af medicinske grundjournaler *Lise Lykke Oddershede*	**SC 9** Embodied climate futures: Improvisation theatre in the FUSION Camp *Rike Neuhoff (et al.)*	**SC 11** Participation in synchronous online learning in higher education *Ali Asadi* *Lisa Joelle Schramm*

SC 4 From Solving Spectra to Understanding How You Solve Problems - Reflection in a Spectroscopy Course *Michael Petersen*	**SC 2** Læringsportfolio som et forpligtende læringsfællesskab *Pia Goul (moved from session 1)*	**SC 10** Waiting for the Martian *Anders Melbye Boelt (et al.)*	**SC 12** Dynamic, Formative Evaluation in Guest Lecturing: Evidence Informed Facilitation Without Continuity *Jahan Shabnam*
	SC 7 Building Learning Communities Across Semesters: A Near-Peer Mentoring Initiative in Engineering Education *Cristiina Askløf Hjertevig (cancellation)*		**SC 13** Supporting Collective Reflection in First-Year PBL Groups *Mia Thyrre Sørensen*

Morning 11.00-12.15 (Workshop)

Session: 5 **Language:** ENG **Room:** O97 **Chair:** The presenter manages their own time	**Session:** 6 **Language:** DK **Room:** O99 **Chair:** The presenter manages their own time
Workshop 1 Designing learning activities that support safe collaboration, investigation, probing ideas and learning between students and between students and teachers *Cita Nørgård*	**Workshop 2** Styrk holdtimerne og teaching assistants via forskning *Katrine von Bornemann* *Dorte Moeskær Larsen* *Maiken Westen-Holm Svendsen*

Afternoon 13.00-14.15

Session: 7 **Language:** DK **Room:** O94	**Session:** 8 **Language:** ENG **Room:** O95	**Session:** 9 **Language:** ENG **Room:** O96	**Session:** 10 **Language:** ENG **Room:** Campus Square
SC 14 Students' use of GenAI at UCPH: Learning alone with the chatbots? *Annette Q Pedersen (et al.)*	**SC 17** I feel I belong: how fostering dialogue in a public speaking course can enhance the sense of community *Ïo Valls-Ratés*	**SC 21** Biochemistry and microbiology for Engineers – from passive to active thinking through a research-oriented teaching design *Juan-Rodrigo Bastidas-Oyanedel*	**Poster 2** From Abstract Equations to Clinical Context: Redesigning an Enzyme Kinetics Lecture through Active Learning *Martina Tuttolomondo*
SC 15 Towards better gen AI use. From student surveys and dialogue to educator reflection: An iterative approach to improving generative AI use (2023 -present) *Simon Laub*	**SC 19** Teaching Impartiality through Intersectional Reflexivity: Why Recognising Difference Matters for Equitable Professional Practice *Liliana Núñez-Andersen*	**SC 22** Learning Through Building: A Fixed-Wing Conservation Drone Workshop as an Active Learning Community *Guy Maalouf (et al.)*	**Poster 3** From shared case to shared responsibility: Fostering collaboration within and across student groups *Camilla Moring (et al.)*
SC 16 Fostering digital literacy through critical pedagogy-informed techniques *Maria Hvid Stenalt (et al.)*	**SC 20** How international students, and home students, can benefit from effective learning communities *Donna Hurford*	**SC 23** Bridging Code and Circuits: Building First-Year Engineering Learning Communities through a Shared Robot Project *Jes Hundevadt Jensen (et al.)*	**Poster 4** How can Higher Education prepare future strategy and innovation professionals for long-term uncertainty? The case of ASTRAL *Juan Diaz (et al.)*
	SC 18 The Relevance of Inclusive Language for Belonging, Empowerment and Behavior Change *Hannah Mathilde Schippmann (cancellation)*		

Afternoon 13.00-14.15 (Workshop)

Session: 11 **Language:** ENG **Room:** O97 **Chair:** The presenter manages their own time	**Session:** 12 **Language:** DK **Room:** O99 **Chair:** The presenter manages their own time
Workshop 3 Experience the Thinking Classroom: Evidence-Based Strategies for Activating Large Groups in University Mathematics *Henrik Skov Midtiby* *Ellen Raben Pedersen*	**Workshop 4** Getting Everyone on Board: Rethinking Programme Design *Hans Heiselberg*

Abstracts for parallel sessions

Morning session: 11.00-12.15

Session 1 (in Danish)

Short communication 1:
Spørgsmålenes særlige didaktiske funktion på masteruddannelsen i offentlig ledelse: Erfaringsudveksling, inspiration og netværk

Authors:
- Christina Pontoppidan, Assistant Professor, Department of Political Science and Public Management, SDU

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?
Jeg ønskede at arbejde med spørgsmål, der skabte fællesskab mellem de studerende på masteruddannelsen i offentlig ledelse.

Mange af de udfordringer som undervisere på dagstudierne står over for i form af manglende deltagelse og forberedelse i undervisningen, er ikke et problem på masteruddannelsen fleksibel master i offentlig ledelse, hvor de studerende er ledere, der aktivt har opsøgt efter-/videreuddannelse. Det skaber en særlig didaktisk situation, hvor:

- Undervisningen foregår hele dage fra kl. 9.30-15.30
- Det ikke er svært at få de studerende til at deltage aktivt – det kan snarere være en udforing at styre aktiviteten
- De studerende har praktisk erfaring med fagets indhold
- De studerende er optaget af de teoretiske pointers praktiske omsættelighed
- De studerende er interesseret i at opnå en refleksiv praksis
- De studerende er interesseret i at erfaringsudveksle og blive inspireret af de andre lederes praksis
- De studerende er interesseret i skabe netværk med de andre ledere

Min opgave som underviser er at skabe et didaktisk rum, hvor disse særlige og primært positive forhold tilgodeses og udnyttes aktivt – ved at invitere til, at de studerende får mulighed for at bringe deres viden og erfaringer i spil i undervisningen.

Which general features of the teaching and learning activity will you share at TAL2026?
Jeg vil dele mine erfaringer med at arbejde med spørgsmål, der skaber rum for erfaringsudveksling, inspiration og netværk på masteruddannelsen i offentlig ledelse – nærmere

bestemt på 2,5 ECTS-faget Skriftlig ledelse, der kørte for første gang i foråret 2026. Jeg har arbejdet med:

- At lade spørgsmål være den didaktiske motor
- At stille ægte åbne spørgsmål, som jeg selv er interesseret i at høre svaret på
- At stille spørgsmål forud for undervisningen
- At stille spørgsmål, der inviterer til fællesskabende aktivitet i rummet.

According to you and the students, what was the impact of the intervention on student learning/engagement/ development of competences?
Jeg har som underviser oplevet, at:

- de studerende bliver mere reflekterede, når jeg stiller ægte åbne spørgsmål – dette var tydeligt i deres eksamensopgaver, hvor refleksionerne forekom mere dybe og internaliserede, end jeg tidligere har set
- det er berigende at undervise, når jeg ikke selv har svarene.

How could your practice be inspirational/transferable to other teaching contexts?
I første omgang vil min spørgsmålspraksis være relevant for andre undervisere på masteruddannelsen. Men jeg forestiller mig, at tankerne om, hvordan vi kan tænke spørgsmålenes didaktiske funktion i en mere inviterede og fællesskabende retning, måske kunne være interessant for en bredere målgruppe af undervisere.

Short communication 2, Læringsportfolio som et forpligtende læringsfællesskab, moved to session 2.

Short communication 3:
Action Under Underdetermination: Action Accounts as Research-Based Teaching Design in EiT26

Authors:
- Steffen Kjær Johansen, Associate Professor, Department of Technology and Innovation, SDU
- Donna Hurford, Senior Consultant, Centre for Teaching and Learning, SDU

NB: the presentation will be in Danish even though the abstract is in English.

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?
Experts in Transformative Teams (EiT) has been redesigned around a research-based pedagogical premise from Navigational Epistemics and the Epistemology of Competent Action (Johansen, 2026, https://zenodo.org/records/19387778): students must learn to act in situations where knowledge, methods, stakeholder input, and disciplinary perspectives do not fully determine what should be done. The teaching design is an attempt to

translate an epistemological boundary problem into a concrete learning structure. The intended achievement is therefore not only collaboration or problem-solving, but the development of judgement, responsibility, and experience-based understanding when teams must move to action without full agreement or closure.

Which general features of the teaching and learning activity will you share at TAL2026?
The presentation shares the EiT26 design of weekly Stepping Stones and Action Accounts. Each week, teams act in relation to a shared stepping stone and submit group and individual Action Accounts. These accounts ask students to describe what action was taken, what the situation was like at the time, what they relied on, what emerged, and what became visible afterwards. The accounts are then used in facilitated sessions where groups compare trajectories, identify patterns, discuss uncertainty, and examine how teams moved to action when agreement or method did not fully settle what to do.

According to you and the students, what was the impact of the intervention on student learning/engagement/ development of competences?
As EiT26 is currently being implemented, the presentation focuses on expected and early design-based impact rather than completed evaluation data. The intervention is designed to make engagement visible at the point where students' own actions and uncertainties become shared material for the learning community. Action Accounts are not weekly summaries or polished reflection texts. They make it possible to treat situated actions, responses, failed assumptions, and revised understandings as material for collective discussion.

How could your practice be inspirational/transferable to other teaching contexts?
The design is transferable to courses where students must work with open-ended problems, projects, stakeholders, or interdisciplinary collaboration. Action Accounts can function as a light but structured way of turning action under uncertainty into shared learning material. The approach may inspire teachers who want to build learning communities around active participation, mutual responsibility, and research-based reflection on what students do when method alone does not determine the next step.

Short communication 4:
From Solving Spectra to Understanding How You Solve Problems - Reflection in a Spectroscopy Course

Authors:
- Michael Petersen, Associate Professor, Department of Physics, Chemistry and Pharmacy, SDU

NB: the presentation will be in Danish even though the abstract is in English.

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?
The intervention aimed to help students develop as chemists by making them aware of how they solve authentic disciplinary problems, not merely whether they solve them

correctly. As students tackled increasingly complex spectroscopic problems, they reflected on handling uncertainty, collaboration and transferable problem-solving strategies. Reflection was therefore designed to support disciplinary learning rather than constitute a separate educational goal.

Which general features of the teaching and learning activity will you share at TAL2026?
We present a redesigned 2nd-year analytical spectroscopy course in which structured reflection was embedded in authentic disciplinary problem solving. Students encountered productive frustration through increasingly complex spectroscopic problems, supported by a "security net" of videos, peer collaboration and Socratic facilitation. Three reflection activities progressed from structured to open prompts, asking students to analyse their professional practice: handling uncertainty, collaboration and complex problem solving. Each reflection was linked to situations students had experienced in the course, ensuring that reflection emerged naturally from disciplinary practice rather than as an additional activity. We also show how ChatGPT supported the iterative design of reflection prompts, lowering the barrier for implementation.

According to you and the students, what was the impact of the intervention on student learning/engagement/ development of competences?
Students' reflections and research interviews suggest that the intervention enabled students to articulate how they approached disciplinary problems rather than focusing solely on arriving at correct answers. They described strategies for handling uncertainty, collaborating and changing their study practices, for example becoming more independent after recognising overreliance on support. Students also recognised transferable competences beyond spectroscopy. Despite experiencing frustration at times, students described the learning environment as enjoyable and supportive, suggesting that productive frustration combined with a pedagogical security net can foster positive learning experiences.

How could your practice be inspirational/transferable to other teaching contexts?
The approach is transferable because it is based on educational design principles rather than chemistry-specific content. Reflection is not treated as an additional activity but emerges naturally from disciplinary practice and is connected to students' learning experiences. Similar reflection activities can be developed wherever students learn through problems under uncertainty. Sharing the design principles and the use of ChatGPT as a pedagogical design partner lowers the barrier to developing reflection activities across disciplines.

Session 2 (in Danish)

Short communication 5:
Fremmøde som forudsætning for læringsfællesskaber: Hvad ved vi om stigende fravær blandt universitetsstuderende?

Authors:
- Tove Faber Frandsen, Professor, Department of Design, Media and Educational Science, SDU

This SC will be presented by: Christina Louise Lindhardt, Associate Professor, Department of Clinical Research, SDU

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?
Formålet med denne session er ikke at give færdige svar, men at invitere til sammen at blive klogere på, hvordan studerendes fremmøde – eller manglen på samme – hænger sammen med mulighederne for at skabe og fastholde forpligtende læringsfællesskaber. Vi ønsker at understøtte fælles refleksion over, hvad fremmøde betyder for læringsfællesskaber i en forandret uddannelseskontekst og hvordan vi kan styrke læringsfællesskaberne.

Which general features of the teaching and learning activity will you share at TAL2026?
Denne session tager afsæt i et igangværende systematisk litteratur-review, der undersøger, hvorfor studerende i videregående uddannelser vælger eller fravælger at deltage i undervisning. Reviewet sammenfatter både kvantitativ og kvalitativ forskning og viser, at fremmøde ikke kan forklares ud fra én enkelt faktor, men formes af et komplekst samspil mellem individuelle, pædagogiske og strukturelle forhold. Centrale temaer omfatter blandt andet øget adgang til digitale ressourcer og undervisningsmaterialer, ændrede studie- og arbejdsmønstre, økonomisk pres samt studerendes oplevelse af undervisningens relevans for deres læring og fremtidige kompetenceudvikling. Sessionen kombinerer et kort litteraturoverblik med en faciliteret plenumdiskussion, hvor deltagerne inviteres til at tage stilling til centrale udsagn og dele erfaringer om fremmøde og læringsfællesskaber.

According to you and the students, what was the impact of the intervention on student learning/engagement/ development of competences?
Når studerende vælger undervisning fra, kan det få betydning for udviklingen af professionelle kompetencer. Undervisere peger f.eks. på kommunikation, refleksion, etisk dømmekraft, faglige beslutningsprocesser og håndtering af usikkerhed. Det er kompetencer, der udvikles gennem aktiv deltagelse i fælles og relationelle læringssituationer både på campus og i praksis. Samtidig kan der opstå et misforhold mellem undervisernes forventninger til deltagelse og de studerendes egne vurderinger af, hvornår undervisning understøtter deres læring. Dette kan føre til færre muligheder for at indgå i kommunikative og relationelle læringsfællesskaber, når den fysiske tilstedeværelse mindskes.

How could your practice be inspirational/transferable to other teaching contexts?
Oplægget inviterer deltagerne til at undersøge fremmøde som et relationelt, pædagogisk og organisatorisk vilkår snarere end et individuelt problem. Gennem dialog udforskes, hvordan undervisningsdesign, forventningsafstemning og rammer for deltagelse kan fremme eller hæmme læringsfællesskaber. Perspektiverne er relevante på tværs af fag, institutioner og uddannelsesformer og kan bruges som afsæt for lokale drøftelser og justeringer af praksis.

Short communication 6:
Struktureret peer-feedback som aktiv læring: erfaringer med RISE-modellen i undervisning af medicinske grundjournaler

Authors:
- Lise Lykke Oddershede, Teaching Assistant Professor, Department of Sports Science and Clinical Biomechanics, SDU

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?
På et præklinisk kursus på kandidatuddannelsen i Klinisk Biomekanik indgår skriftlig peer-feedback på medicinske grundjournaler. Tidligere erfaringer viste, at feedbacken ofte var overfladisk, konstaterende og havde begrænset læringsværdi. Interventionen blev udviklet med det formål at styrke de studerendes evne til at analysere, vurdere og diskutere kvaliteten af medicinske journaler gennem struktureret peer-feedback. Ambitionen var, at de studerende ikke blot skulle modtage feedback, men også udvikle refleksionskompetencer, fagligt ræsonnement samt evnen til at identificere styrker og forbedringsmuligheder i både egne og andres faglige produkter.

Which general features of the teaching and learning activity will you share at TAL2026?
Præsentationen fokuserer på design af peer-feedback som en aktiv læringsaktivitet. Der deles erfaringer med, hvordan en enkel feedbackstruktur (RISE-modellen) kan anvendes til at stilladsere studerendes feedbackkompetencer, understøtte refleksion over faglige produkter og fremme læring hos både feedbackgiver og feedbackmodtager. Oplægget adresserer desuden, hvordan peer-feedback kan anvendes i undervisningskontekster med mange studerende og begrænsede muligheder for individuel underviserfeedback.

According to you and the students, what was the impact of the intervention on student learning/engagement/ development of competences?
Evalueringen omfattede spørgeskemadata fra 17 studerende. Langt størstedelen oplevede, at de både kunne give og modtage konstruktiv feedback, og at RISE-modellen gjorde feedbackprocessen mere håndgribelig. Studerende fremhævede især, at modellen understøttede deres læring gennem konkrete forbedringsforslag og øget refleksion over egne journaler. Flere beskrev desuden, at arbejdet med at give feedback styrkede deres engagement i læringsprocessen og udviklede deres evne til kritisk at vurdere faglige produkter. Samtidig pegede studerende på udfordringer ved modellen, som kunne opleves mekanisk, rigid og tidskrævende. Resultaterne peger således på, at struktureret peer-feedback kan understøtte både læring, engagement og udvikling af

feedbackkompetencer, men også på nødvendigheden af at balancere struktur og fleksibilitet i designet af feedbackaktiviteter.

How could your practice be inspirational/transferable to other teaching contexts?
Erfaringerne peger på, at simple og tydelige feedbackstrukturer kan understøtte aktiv læring og kvalificere peer-feedback på tværs af fagområder. Oplægget vil være relevant for undervisere, der arbejder med peer-feedback, store studentergrupper eller udvikling af studerendes refleksive og vurderende kompetencer. Samtidig peger projektet på et centralt didaktisk dilemma: Mens struktur kan understøtte kvaliteten af peer-feedback, kan for megen struktur opleves som begrænsende. Oplægget inviterer derfor til diskussion af, hvordan feedbackdesign kan balancere behovet for stilladsering med ønsket om autentisk faglig dialog.

Short communication 7:
Building Learning Communities Across Semesters: A Near-Peer Mentoring Initiative in Engineering Education

Authors:
- Cristiina Askløf Hjertevig, Associate Professor, Department of Technology and Innovation, SDU

Presentation at the conference cancelled

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?
The intervention was designed to improve student retention, to strengthen students' academic integration, sense of belonging, and understanding of progression within the Integrated Design programme. Through structured interactions between first- and third-semester students, we aimed to support first-semester students in navigating the transition into higher education, while providing third-semester students with opportunities to develop communication, mentoring, and reflective skills.

Which general features of the teaching and learning activity will you share at TAL2026?
The initiative combines three complementary learning activities:

- Near-peer mentoring, where third-semester students meet and spar with first-semester students about study strategies, project work, academic expectations, and student life.
- Exposure to advanced student work, where first-semester students attend third-semester project presentations to gain insight into future learning outcomes and project complexity.
- Cross-semester project presentations and peer feedback, where students from both semesters present their work and engage in dialogue and constructive feedback across experience levels.

According to you and the students, what was the impact of the intervention on student learning/engagement/ development of competences?
According to student feedback, the intervention provided practical support that helped students navigate their studies more effectively. First-semester students particularly valued the opportunity to discuss study-related challenges with more experienced peers and to receive concrete advice on project work, coursework, and student life.

Students also reported being highly motivated by attending project presentations from third-semester students. Seeing more advanced projects gave them a clearer understanding of future expectations and inspired them to reflect more critically on their own project.

Furthermore, the Students described increased familiarity and dialogue across semesters, creating a more supportive learning environment.

One of the original objectives of the intervention was to improve student retention. However, at this stage, we have not observed a measurable impact on retention rates.

How could your practice be inspirational/transferable to other teaching contexts?
The initiative is transferable because it requires limited additional resources and can be adapted across disciplines and educational levels. Many programmes already contain project presentations, reviews, or studio-based activities that can be opened to students from earlier semesters.

The key principle is the creation of structured learning opportunities between students who are close enough in experience to be relatable, yet sufficiently advanced to provide guidance and inspiration.

Short communication 2:
Læringsportfolio som et forpligtende læringsfællesskab

Authors:
- Pia Goul, Special Consultant, The Danish Home Guard School, Danish Defence

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?
Formålet er at styrke kursisternes self-efficacy ved at transformere læringsportfolien fra et individuelt redskab til et fundament for et forpligtende læringsfællesskab. Ved systematisk at arbejde med "Feed up", "Feedback" og "Feed forward" skal de kursisterne opnå en dybere forståelse for egne læringsprocesser og succeskriterier. Interventionen sigter mod, at kursisten tager ansvar for egen pædagogiske udvikling, samtidig med at vedkommende indgår i et inkluderende fællesskab, hvor feedback ses som en fælles ressource til at mindske gabet mellem nuværende forståelse og læringsmålet.

Which general features of the teaching and learning activity will you share at TAL2026?

Jeg vil præsentere en struktureret model for en læringsportfolio, der integrerer Hatties feedback-niveauer med fokus på proces og selvregulering. De centrale elementer inkluderer: Systematisk Feed up: Eksplicitte overvejelser og valg før læringsaktiviteter.

- Sekundær feedback: En metode til at opsamle viden og erfaringer fra medstuderendes undervisning og uformelle drøftelser, hvilket styrker det sociale læringsfællesskab.
- Forpligtende evalueringsskemaer: Værktøjer til selvevaluering, der gør den studerende i stand til selvstændigt at tage ansvar for planlægning og gennemførelse af læring.
- Inkluderende feedback-klima: Hvordan portfolien understøtter en kultur, hvor fejl og "disconfirmation" hilses velkommen som veje til ny læring.

According to you and the students, what was the impact of the intervention on student learning/engagement/ development of competences?
Interventionen har vist en markant positiv effekt på kursisternes self-efficacy, da feedback målrettet selvregulering fører til øget engagement og tiltro til egne evner. Ved at gøre succeskriterierne gennemsigtige gennem læringsportfolien oplever de kursisterne større mestring og udholdenhed. Læringsfællesskabet styrkes, da kursisterne gennem den sekundære feedback forpligter sig på hinandens læring, hvilket øger trivslen og følelsen af tilhørsforhold. Kursisterne rapporterer, at de bliver bedre til at anvende feedback aktivt til at justere deres strategier, hvilket er essentielt for dybdelæring.

How could your practice be inspirational/transferable to other teaching contexts?
Denne praksis er direkte overførbar til alle uddannelser, der ønsker at fremme Universal Design for Learning ved at tilbyde multiple veje til refleksion og deltagelse. Portfoliens modulære opbygning med faste refleksionspunkter før, under og efter aktiviteter kan implementeres i alt fra klinisk praksis til teoretiske fag. Modellen inspirerer til at rykke fokus fra kontrol til støtte af de studerendes selvregulerings-proficiencies, hvilket er en universel nøgle til at øge gennemførelse og akademisk selvtillid på tværs af discipliner.

Session 3 (in English)

Short communication 8:
Back to the drawing board—Embracing academic rigor as a practice for facing intellectual doubt and pivoting directions for active learning

Authors:
- Steven Breunig, Associate Professor, Department of Culture and Language, SDU

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?

- In a teaching and learning context in which GenAI tools are used for reading and writing academic papers, I find it essential that expectations regarding "academic rigor" become more explicit by offering opportunities for practice in the classroom.

- Practice includes providing activities for students but also integrating academic rigor into the design of a course as foundational for the methods and activities used by a teacher to convey theory and concepts. In my own teacher practice, I find that GenAI enables students, especially when writing papers, to demonstrate higher levels of language proficiency and fluency, as well as academic formalities, but in regards to learning objectives that support academic practice, it, for instance, oversimplifies ideas, blurs disciplinary boundaries, lacks a deep sense of justification of claims with evidence, and doesn't seem to revise or complicate thinking in response to theory, data or critical reflection.

Which general features of the teaching and learning activity will you share at TAL2026?

- For my short communication to support the practice of academic rigor, I wish to convey how the metaphor "back to the drawing board" supported student reading of assigned texts, forming their initial questions for the purpose of gaining a sense of the analytical distinctiveness of the course topics and additionally, how academic rigor is not about making things harder but as a means for contending with intellectual doubt and thinking about new directions.

- Specifically, I would like to share how I worked with "academic rigor", which involved the deliberate practice of reading academic articles based on a three-pass approach: 1) reading for general ideas, 2) reading for content without detail and 3) reading for more depth when preparing for class. Then classroom discussion of the texts began by students, based on their reading, asking me, as their instructor, possible questions regarding the "science" of the texts: 1) clarification questions, 2) conceptual questions, 3) methodological questions and 4) application questions towards developing our understanding of theory and their own empirical data. In this way, "back to the drawing board" was student-driven by their questions, not my presentation of content. At the beginning of the course, the students were given a short article on a three-pass approach and the questions regarding the "science" of the texts, which I will also share at the conference.

According to you and the students, what was the impact of the intervention on student learning/engagement/ development of competences?

- The evaluations of the course and its methods showed that many students began understanding academic rigor as a demonstration of intellectual responsibility, while there were also students who found it challenging to deal with their own uncertainty. Admittedly, I could not always answer their questions regarding the "science" of the texts, but I would have to get back to them the following week. Being open to "uncertainty" and "discomfort" about our knowledge and abilities, including mine, I think gave them a sense of what intellectual responsibility and good academic practice is about.

How could your practice be inspirational/transferable to other teaching contexts?

- Academic rigor, in my view, helps me in my own practice to avoid "teacher-talk" and it supports co-teaching as well. This approach to reading and discussion in

class is transferable to other teaching contexts because learning objectives at academic institutions involve the acquisition of knowledge, skills and attitude/ability (KSA) primarily through reading and discussion, while I hope it also supports writing activities and critical reflection.

Short communication 9:

Embodied climate futures: Improvisation theatre in the FUSION Camp

Authors:

- Rike Neuhoff, Postdoc, Department of Business & Management, SDU
- Szabolcs D. Fabian, PhD Fellow, Department of Business & Management, SDU
- Patricia Wolf, Professor, Department of Business & Management, SDU
- Bryan Yazell, Associate Professor, Department of Culture and Language, SDU
- Line Laursen Corydon, Academic Staff, Department of Teaching and Dissemination, SDU
- Thomas Kaarsted, Head of Communications, SDU Citizen Science Knowledge Center

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?

We aim to help high school students engage with climate futures in a more imaginative, collaborative, and hopeful way through embodied learning activities. Rather than only thinking about and discussing climate change cognitively, students were encouraged to explore future scenarios physically, emotionally, and socially through improvisation theatre exercises. The intervention was intended to create a learning environment that strengthens students' imaginative capacity, creativity, sense of agency, response-ability, and ability to engage with uncertainty. We also wanted students to experience the power of experimentation, playfulness, and interaction with others in the context of responding to climate futures.

Which general features of the teaching and learning activity will you share at TAL2026?

At TAL2026, we will share the embodied learning approach developed within FUSION – a project responding to increasing experiences of climate anxiety among youth. FUSION brings together around 200 students aged 16–18 and their teachers from seven high schools to explore new ways of engaging with climate futures.

The approach was employed in the FUSION camp – a two-day learning intervention based on improvisation theatre. Before the camp, students were tasked to flow-write three 150-300-word Flash Fiction stories about a protagonist in the climate future 40 years from now. These stories were then expanded into complete short stories in the students' English classes under the guidance of their teachers. Based on thematic similarities in these stories, we researchers developed four speculative future "life-worlds" that students worked within during the camp. Working in groups, students participated in facilitated embodiment activities including improvisational warm-ups, scene building, and character work. Through the process, students collaboratively developed short performances of everyday life in possible futures that were presented on stage at the end of the camp.

At TAL2026, we will focus on how embodiment and improvisation were integrated as active learning strategies and what results emerged from this approach.

According to you and the students, what was the impact of the intervention on student learning/engagement/ development of competences?
During the camp, we conducted participant observation and, afterwards, six focus groups with 19 students, allowing us to gather in-depth insights. While many initially felt uncomfortable with bodily exercises and improvisation, most gradually became more confident and willing to experiment creatively together. Students became increasingly engaged, expressive, and collaborative throughout the camp.

Humour and playfulness helped students engage with difficult climate-related themes without becoming overwhelmed while also strengthening their imaginative capacity. Through performance, students explored ethical dilemmas, uncertainty, and conflicting perspectives beyond "right or wrong" answers.

Students also developed competencies related to collaboration, communication, creativity, improvisation, and collective problem-solving. Several highlighted that the format enabled quieter students to contribute through non-verbal participation, physical presence, and atmosphere-building. Many students also described feeling empowered by performing in front of others despite initially feeling insecure about it.

How could your practice be inspirational/transferable to other teaching contexts?
The teaching format can be adapted to many educational contexts aiming to strengthen active and embodied participation, collaboration, and student engagement.
The approach offers an alternative to teaching formats that rely primarily on cognitive learning and discussion. Engaging physically, emotionally, socially, and creatively with complex topics can support students in developing different forms of understanding and participation. It may be particularly relevant in teaching contexts dealing with uncertainty, ethics, sustainability, futures thinking, or other complex societal challenges. At TAL2026, we will also share reflections on what worked well and what challenges emerged during facilitation.

Short communication 10:
Waiting for the Martian

Authors:
- Anders Melbye Boelt, Assistant Professor, Culture and Communication, AAU
- Tobias Alexander Bang Tretow-Fish, Assistant Professor, Culture and Communication, AAU
- Maria Hvid Stenalt, Assistant Professor, Culture and Communication, AAU

Thinking is an ecological phenomenon and part of a wider knowing (Chiew, 2018). We draw inspiration from Gregory Bateson's metalogues (1972; Bateson & Bateson, 2005) and his ecological theory of minds, specifically his metalogues as a place to approach 'issues outside their boundaries' (Bateson, 2000, xi). Bateson's metalogues involves a daughter- and

father figure, each providing different points of departure towards a subject needing clarification. To emulate a metalogue set within boundaries of educational sequencing and planning, we collected students' immediate reflections of 10 subsequent teaching sessions through short questionnaires:[1]

Student: I don't understand anything. What are the intended outcomes of sharing my experience with you?
Teacher: A quadrillation of sorts, like a triangulation, but plus an extra, you and the three me's and our small ecology of minds. That is why we send you the surveys after each session.
S: This seem like a purely academic and confusing exercise, what is in it for me and those not-me?[2]
T: Honestly, we are not sure anymore, we got lost in our streams of consciousness and our trialogue became misaligned. The initial idea made sense, but now it seems to be completely muddled up by including you students in our planning. You've come to expect immediate, just-in-time changes to accommodate the student-centredness™ of our signature approach – but when we ad-just in time there seems to be nothing in it for some parts of you?
S: Huh! Another needlessly complicated phrasing!? Let's say that sometimes I experience clarity, and I know very well why I am here and at other times I am lost, searching for an outline (that you failed to provide)! Sometimes all those feelings appear in the same moment!
T: We are somewhat of a professional paraphraser, you know? We teach, educate and research and administer, too. We enjoy most of the activities, but when we include you, the grand narrative evaporates.
S: Those narratives doesn't even exist anymore? Wasn't that a point somewhere?
T: We don't remember, maybe one of us said that. Don't hold me accountable for what one of we said! One third of the being that is me and us wants subject matter centred on academic rationality with a zest of youth, the second of us social reconstructionism, the third social efficiency. Then we ask Kerberos, and you bite our head off. It's a struggle for solidarity, you know. That is just the three of me. Imagine if we were more! Let's wait for a Martian to come and lead us by numbers.
S: A fourth one?
T: You're still here, eyes a bit watery.
S: It's like watching a pot of popcorn on the heat with no lid!
T: Nice picture - if we let the Martian control the hob we might all have our popcorn and eat them too.
S: I don't like popcorn!
T: We can all revel in reverie!

1. At TAL 2026 we will present results from our survey and critically reflect on how students' immediate experiences in our case fail to capture useful directions for planning teaching activities. The heterogeneity of the student cohort is only to a limited extend problematised through the singularity of "student"-centred learning (see for instance Gravitt & Ajjawi, 2022). When we ask students there is not arch-typical answer to aid us in our planning – there is no singular in 'students'-centred learning as much as there is none in lecture-based teaching (see for instance Biesta, 2016).

2. To those 'not-me' or '-we' participating we will share experiences from an ongoing student evaluation and feedback of our teaching. The short narrative presented above represents the collective experiences of teachers and students as they appear through the evaluation. Further, we hope to discuss how speculative narratives and stories might contribute to teaching and learning.

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Session 4 (in English)

Poster 1:
From Passive Attendance to Active Participation: Using Machine Learning Challenges to Improve Student Engagement

Authors:
- Tariq Yousef, Associate Professor, Department of Mathematics and Computer Science, SDU

Applied Machine Learning requires students not only to understand machine learning methods, but also to experiment with different solutions, evaluate their performance, and make decisions about preprocessing, feature engineering, model selection, and optimization. However, despite including hands-on exercises in the course, I experienced relatively low levels of active participation during teaching sessions. This motivated me to explore whether competition-based machine learning challenges could encourage students to become more actively involved in the learning process while connecting theoretical knowledge with practical skills relevant to their future work as data scientists.

Four Kaggle-based machine learning challenges were introduced throughout the semester. Students had approximately two weeks to work on each challenge and could repeatedly submit their solutions to a shared leaderboard. The tasks were deliberately open-ended so that applying standard models with default settings would not achieve strong results. Students therefore needed to experiment with different approaches, evaluate their performance, and improve their solutions. After each challenge, the top-performing teams presented their approaches, followed by a class discussion of the different solutions.

Approximately 30 unique students participated in at least one challenge, representing close to half of the students who were active in the course. Across the four challenges, students made 465 submissions, with some making more than 20 or 30 submissions to a single challenge. During the challenges, I also observed more technical discussions between students and more questions about why models performed differently and how they could be improved. Student comments in the course evaluation highlighted the dialogue during teaching and the usefulness of the course, although some students also requested even more practical activities. While the intervention did not engage the entire class, the results suggest that it created considerable experimentation and active engagement among participating students.

Experience suggests that active learning is not only about providing students with practical exercises. Open-ended problems, immediate performance feedback, opportunities for repeated improvement, and sharing and discussing solutions with peers can create a more active learning experience. Although this intervention used Kaggle and machine learning, the same principles could be transferred to other disciplines where students can experiment with solutions, receive feedback, improve their work, and learn from alternative approaches.

Short communication 11:
Participation in synchronous online learning in higher education

Authors:
- Ali Asadi, Postdoc, Department of Design, Media and Educational Science, SDU
- Lisa Joelle Schramm, Student, Cross Border Studies, SDU

Abstract
Online learning can provide students with access to classes, materials, and peers, but access and attendance do not necessarily result in active participation (Gottschalk & Weise, 2023; Donelan et al., 2025). At the same time, past research shows that participation in synchronous online learning should not be reduced to visible behaviors such as keeping the webcam on or posting in chat (Händel et al., 2022; Diaz et al., 2024; Donelan et al., 2025; Uygur & Erdoğmuş, 2025). The aim of this study is therefore to identify and conceptualize recurring pedagogical, social, and technological conditions that shape students' opportunities to participate in synchronous online learning in higher education. Drawing on a targeted integrative review of research in synchronous online learning and computer-mediated communication, this work organizes recurring findings into four interrelated areas. The first area is access and inclusion, which concerns whether students can access and take part in online activities through technologies, materials, instructions, and support. The second area is structured opportunities, which refers to how participation is organized – e.g., through tasks, roles, pacing, and group size – once students are already present. The third area, i.e., participation readiness and psychological safety, addresses affect, anxiety, privacy, perceived competence, and the social climate in which participation is expected. The final area is facilitation and shared responsibility, which concerns how different elements, including teacher guidance, peer practices, course design, and institutional arrangements facilitate and provide ongoing support for participation. This review suggests that participation in synchronous online learning is shaped by interactions among learners and the pedagogical, social, and technological arrangements of activities. It also indicates that similar to onsite learning, visible participation in online learning does not always equate engagement and that no single communication mode is equally suitable for all learners or tasks. This conceptual organization of recurring concerns can help educators examine how participation opportunities can be configured in synchronous online activities.

Key words: synchronous online learning, higher education, computer-mediated communication, participation

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What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?
The aim is to better understand how students can be supported to participate in synchronous online learning in higher education. More specifically, the study aims to identify and conceptualize the pedagogical, social, and technological conditions that shape students' opportunities to take part in online activities. The focus is on whether the learning environment gives them accessible, structured, and socially manageable opportunities to participate.

Which general features of the teaching and learning activity will you share at TAL2026?
We will share a conceptual organization of recurring findings from research on synchronous online learning and computer-mediated communication. The presentation will focus on four interrelated areas that can shape participation opportunities: access and inclusion, structured opportunities, participation readiness and psychological safety, and facilitation and shared responsibility. These areas examine how online activities are organized and how different learners are given opportunities to participate.

According to you and the students, what was the impact of the intervention on student learning/engagement/ development of competences?
This study is not based on classroom intervention, and it does not include direct student evaluation data. The contribution is conceptual and research based. The expected value is that the framework can help teachers reflect more systematically on why some students participate actively in synchronous online learning while others remain less visible. It may also support the design of online activities that offer students more inclusive ways to participate.

How could your practice be inspirational/transferable to other teaching contexts?
The proposed framework can be transferred to other teaching contexts because it does not depend on a specific course, discipline, or digital platform. Teachers can use the four areas as reflective questions when planning or evaluating synchronous online activities;

e.g., are the materials and technologies accessible? Are participation opportunities clearly structured? Is the social climate safe enough for students to take part? Is responsibility for participation supported by teachers, peers, course design, and institutional arrangements? In this way, the framework may help educators redesign online activities with more attention to how participation opportunities are created.

Short communication 12:
Dynamic, Formative Evaluation in Guest Lecturing: Evidence Informed Facilitation Without Continuity

Authors:
- Jahan Shabnam, Assistant Professor, Department of Clinical Research, SDU

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?
The intention was to support students in developing evidence-informed, reflective competences essential for palliative care. The teaching was grounded in a research-based approach understood as engaging students in inquiry, critical use of evidence, and epistemic awareness of how knowledge is constructed in practice. As a guest lecturer who meets each group only once, I aimed to create a learning environment where students actively explore complex palliative care cases through facilitated dialogue rather than teacher-driven explanation. The goal was to strengthen their ability to reason with evidence, articulate uncertainties, and engage meaningfully with ethical and clinical dilemmas.

Which general features of the teaching and learning activity will you share at TAL2026?
At TAL2026, I will present three features of my teaching practice that address the relational challenges of one-off teaching:

1. A facilitative teaching stance, inspired by Facilitating, not teaching. I guide inquiry by presenting evidence neutrally and encouraging students to explore multiple interpretations, supporting autonomy and deeper engagement.
2. A dynamic formative evaluation method tailored to guest lecturing. The method uses three structured questions that elicit immediate, learning-oriented feedback. Although I did not use digital platforms due to small class sizes, I will show how the model scales to larger audiences through digital tools such as live polling.
3. An iterative refinement process, where feedback from each session informs the next despite teaching entirely new groups. I will demonstrate how systematic thematic analysis helped strengthen clarity, structure, and alignment between intentions, activities, and evaluation.

These features illustrate how relational engagement and inquiry-oriented facilitation can be cultivated even without continuity.

According to you and the students, what was the impact of the intervention on student learning/engagement/ development of competences?
Students reported increased clarity, relevance, and engagement, especially when feedback was collected through short facilitated conversations. The three-question structure helped them articulate what they learned, what remained unclear, and what could improve the session. Thematic analysis showed recurring gains in students' ability to connect evidence with practice, navigate ethical tensions, and engage critically with palliative care concepts. The intervention also strengthened my own teaching stance: adopting a neutral, facilitative position created space for students to explore multiple viewpoints without being steered toward a preferred interpretation.

How could your practice be inspirational/transferable to other teaching contexts?
The method is transferable to any context characterised by one-off sessions, guest lecturing, or limited continuity. It requires minimal preparation, no prior student contact, and no mandatory digital tools. The three-question feedback loop offers a simple, scalable way to integrate formative assessment, strengthen constructive alignment, and support evidence-informed facilitation. It demonstrates that meaningful relational engagement and pedagogical development are possible even in short-format teaching through systematic, dynamic, and dialogic evaluation.

Short communication 13:
Supporting Collective Reflection in First-Year PBL Groups

Authors:
- Mia Thyrre Sørensen, Assistant Professor, Institute for Sustainability and Planning, AAU

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?
Reflection is a central element of problem-based learning (PBL), yet first-year students' process analyses often remain descriptive, focusing on what happened rather than on why collaboration practices evolved as they did. Furthermore, reflective activities are frequently organised as text-based assignments, which may encourage individual reporting rather than collective reflection.

The intervention was designed to support collective and analytical reflection on collaboration practices. The intention was to help students use artefacts from their project work to examine differences between intended and enacted collaboration, develop shared interpretations of project experiences, and identify implications for future collaboration.

Which general features of the teaching and learning activity will you share at TAL2026?
The intervention combines artefacts representing intended collaboration practices, traces of enacted practice, and collaboratively produced reflection artefacts. Project groups create a shared analogue reflection poster based on project-generated artefacts such as collaboration agreements, plans, photographs and screenshots. Inspired by the After Action Review approach, the poster is organised around intended practices, enacted practices,

important turning points, and lessons learned. In this way, project artefacts function both as documentation of practice and as shared objects for collective reflection.

According to you and the students, what was the impact of the intervention on student learning/engagement/ development of competences?
The intervention will be implemented in September and October 2026. The presentation will therefore report on preliminary findings from the first implementation.
Preliminary findings will focus on how students use project artefacts during reflection, what forms of explanation and shared interpretation emerge during the activity, and how reflections are translated into ideas for future collaboration.

How could your practice be inspirational/transferable to other teaching contexts?
The intervention addresses a broader challenge in higher education. Reflection is frequently organised as an individual and text-based activity, even when students are asked to reflect on collective experiences and practices.

By using artefacts both as documentation of practice and as shared objects for reflection, the intervention seeks to create a collaborative reflection space in which students examine, negotiate and redesign practices together. While developed within a PBL context, the approach may be relevant in many collaborative learning environments where students are expected to reflect on shared experiences.

Session 5 & 6: Workshops

Workshop 1:
Designing learning activities that support safe collaboration, investigation, probing ideas and learning between students and between students and teachers

Authors:
- Cita Nørgård, Pedagogical consultant, SDU Centre for Teaching and Learning, SDU

Held in English

What do you intend the workshop participants to achieve during this workshop?
The workshop is relevant primarily for teachers and teaching staff.
We will be looking at classroom activities. Often, we hear that students feel safer in the virtual room communicating with AI agents than they do in communication with their peers, study group and teachers. This is often caused by a competitive environment, the fear of losing status in the group, and the fear of making mistakes. The tendency to "talk" with AI instead of peers disrupts the academic way of investigating, developing ideas and probing theories together on the long run and contradicts the learning environments we are trying to build.

A consequence is, that we as educators need to focus on how we can develop a community within the class where fellow students, experts and teachers will have a safe space for strengthening the students' interaction with each other, their probing of ideas, their mutual search for interesting perspectives, open experimentation, and a good place to be and communicate.

The aim of the workshop is to help participants to choose methods that can balance learning goals and the learning activities and facilitate a learning environment, that helps students to dare, participate, and explore together.

Which activity will you include at the workshop TAL2026?
During the workshop participants will use a newly developed model as a practical tool for analyzing and choosing relevant methods and learning activities.

The model is a very simple analogue tool that covers strings representing the learning approach and other strings that cover different competences. After the exercise participants will probably have localized learning activities that support students' wellbeing, learning, personal development, collaboration skills, and the achievement of the intended academic level and the goals for knowledge, skills and competence.

According to you, what could be the impact for participants participating in the workshop?
The expected takeaways will be a hands-on model that can be adapted to a given course design and for collaboration and communication among teachers and students. The model can be used either as a standalone tool or together with the resource pages from

SDU UP like the method catalogue. The model can also be used together with students to give students ownership as well as in course evaluation.

How could this workshop be inspirational/transferable to other teaching contexts?
The participants work with the application of the generic, multidimensional model to their own context. The flow during the workshop will be switching between inputs, small individual reflections and peer feedback within groups.

Primary literature:
Karin Scager et al. (2021) Collaborative Learning in Higher Education: Evoking Positive Interdependence CBE life sciences education, 2016-12, Vol.15 (4), 15:ar69 (9 pages)
Stephan Mende et al (2021), Individual preparation for collaborative learning: Systematic review and synthesis EDUCATIONAL PSYCHOLOGIST2021, VOL. 56, NO. 1, 29–53

Workshop 2:
Styrk holdtimerne og teaching assistants via forskning

Authors:
- Katrine von Bornemann, PhD Student, Mathematics and Computer Science, SDU
- Dorte Moeskær Larsen, Associate Professor, Mathematics and Computer Science, SDU
- Maiken Westen-Holm Svendsen, Associate Professor, Mathematics and Computer Science, SDU

Held in Danish

Hvad er det intenderede udfald for deltagerne i denne workshop?
Denne interaktive workshop præsenterer forskningsbaserede idéer og konkrete initiativer til, hvordan teaching assistants kan bidrage til undervisning og læring på universitetet. Med udgangspunkt i et litteraturstudie vil deltagerne udforske forskellige spørgsmål og udfordringer vedrørende teaching assistants' rolle, praksis og samarbejdsformer. Samtidig vil de reflektere over, hvordan forskningsresultaterne kan tilpasses deres egne undervisningskontekster – og omvendt, hvordan deres egne erfaringer kan bidrage til at besvare spørgsmålene fra litteraturen. Deltagerne vil gå fra workshoppen med idéer, der kan understøtte udviklingen af praksis omkring teaching assistants eller andre former for læring støttet af medstuderende.

Hvilke aktiviteter vil indgå i workshoppen på TAL2026?
Deltagerne vil løbende bidrage aktivt med eksempler, erfaringer, udfordringer og idéer, således at workshoppens installation kan udvikle sig i realtid. Disse bidrag vil blive koblet til temaer fra litteraturgennemgangen og skabe grobund for diskussion, inspiration, refleksion og fælles udvikling af konkrete initiativer. Der kræves ingen forhåndsviden om teaching assistants og deres praksis, men deltagernes egne erfaringer på området vil blive inddraget aktivt undervejs.

Hvilken betydning forventes workshoppen at få for deltagerne?

Det forventes, at deltagerne får nye perspektiver på, hvordan undervisningsassistenter kan bidrage til de studerendes læring, engagement og samarbejde. Workshoppen har til formål at opfordre deltagerne til at reflektere kritisk over eksisterende undervisningspraksis og identificere konkrete, forskningsinformerede initiativer, der kan styrke praksis omkring teaching assistants eller andre former for læring støttet af medstuderende i deres egne uddannelsesmiljøer.

Hvordan kan denne workshop virke inspirerende eller overføres til andre undervisningskontekster?
Selvom workshoppen fokuserer på teaching assistants, er de diskuterede principper relevante på tværs af fagområder og institutionelle rammer. De forskningsbaserede initiativer kan inspirere undervisere til at styrke de studerendes deltagelse, samarbejde og læring – hvad enten det sker gennem teaching assistants holdtimer, aktiviteter med læring mellem studerende, studenterfacilitatorer eller andre former for samarbejdsbaseret undervisning. Workshoppen tilbyder således praktiske idéer, der kan tilpasses en bred vifte af miljøer i universitetsundervisning.

Primær litteratur:
Park, J., Rizzolo, D. Graduate Teaching Assistants' Perception of Student Difficulties and Use in Teaching. Int. J. Res. Undergrad. Math. Ed. 11, 274–313 (2025). https://doi.org/10.1007/s40753-024-00239-1

Speer, N., Gutmann, T., & Murphy, T. J. (2005). Mathematics Teaching Assistant Preparation And Development. College Teaching, 53(2), 75–80. https://doi.org/10.3200/CTCH.53.2.75-80

Yu, F., Beisiegel, M., Milbourne, H. et al. Mathematics Graduate Teaching Assistants' Conceptions of Equity and Equitable Teaching. Int. J. Res. Undergrad. Math. Ed. (2026). https://doi.org/10.1007/s40753-025-00287-1

Afternoon session: 13.00-14.15

Session 7 (in Danish)

Short communication 14:
Students' use of GenAI at UCPH: Learning alone with the chatbots?

Authors:
- Annette Q Pedersen, Special Consultant in Digital Learning, TEACH, UCPH
- Helle Lottrup Halkjær Rhode, Special Consultant in Digital Learning, COBL, UCPH
- Dorte Christiansen Elmeskov, Special Consultant in Digital Learning, Education Frederiksberg+, UCPH

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?
Presenting survey results from a survey among students across the University of Copenhagen. In March 2026 we surveyed among all students at University of Copenhagen, asking how they are using GenAI for their studies, what their perspectives are on their use and how it may affect their learning processes and what their concerns are.

Relatively few remembered teaching focused on GenAI, relatively few discuss their use with teachers (or for some – not even with other students) – so this begs the question: Is GenAI a lone(ly) endeavour, and are students left to their own devices, when it comes to developing good study practices? Or what can we do to (help teachers) support students in developing more collaborative and shared study practices.

Which general features of the activity will you share at TAL2026?
We will present some of the findings from the survey, with a focus on the impact GenAI seems to have on students' learning processes and learning communities as well as their concerns about how their use of GenAI may affect their learning processes.

We will ask participants to discuss, how we can support students in developing more collaborative and shared study practices? And how does this challenge the building and maintaining of learning communities.

According to you and the students, what was the impact of the intervention on student learning/engagement/ development of competences?
We have a greater insight into students' use of GenAI in their studies as well as their perspectives on how it affects their learning processes. This will be used to inform and shape the digital competencies development for teachers.

How could your practice be inspirational/transferable to other teaching contexts?

Get fresh insights into Danish university students' use of GenAI in their studies and their perspectives on, how their use of GenAI may affect their learning and study processes.

Furthering the discussions on, how we can help students develop better learning strategies with/without GenAI – and not least how we can support more collaborative and shared practices when it comes to using GenAI in university studies.

Short communication 15:

Towards better gen AI use. From student surveys and dialogue to educator reflection: An iterative approach to improving generative AI use (2023-present)

Authors:

- Simon Laub, Senior Lecturer, Programmes within IT and digital design, Business Academy Aarhus

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?

Within Business Academy education we now have broad guidelines on how to use ChatGPT/generative AI in education. But much work is still needed to develop a deeper understanding of what students need to understand themselves and what can be appropriately outsourced to AI.

Here we present use of surveys and dialogue to support student reflection on their learning and use of Gen AI. Educators subsequently reflect on these results and their own practice.

Student comments following surveys and dialogue indicate that the reflection was meaningful and helped shift and improve their understanding (in classes rubric-based evaluations are also used). Follow-up structured educator meetings are still exploratory, but initial feedback indicates that reflection, as well as experimentation with generative AI-supported meeting analysis, help improve meetings and refine future surveys. All helping to improve understanding of appropriate use of gen AI in education.

Which general features of the teaching and learning activity will you share at TAL2026?

Among educators it has been continually re-stated that (gen AI) text production doesn't necessarily demonstrate understanding and learning. And that generative AI's role is to augment, not replace, humans. Working with concrete questions through surveys and dialogue (so far, in 12 classes) help students develop a deeper understanding and recognition that human understanding remains essential for meaningful learning (when working with gen AI). In follow-up (exploratory practice) educator meetings, 3-5 people, "broad questions" are replaced with more specific, debatable questions. Questions that can better lead to friction, choices and actions. Multiple perspectives are needed; silence is not. Reflection and evaluation of the meetings is seen as essential ("what should I do differently next time, learn before next meeting").

According to you and the students, what was the impact of the intervention on student learning/engagement/ development of competences?
Student comments indicate engagement and learning. Later, rubric-based evaluations show the same tendency, although here no causal effects can be established at this stage. The explorative practices in educator meetings, structured reflection, gen AI supported analysis (our "Knud Illiris ChatGPT avatar") has not only been fun to work with, but has also refined surveys and improved meetings.

How could your practice be inspirational/transferable to other teaching contexts?
The approach of using surveys and dialogue, followed by reflection in educator groups, is not limited to appropriate use of generative AI and could easily be applied to other topics.

Short communication 16:
Fostering digital literacy through critical pedagogy-informed techniques

Authors:
- Maria Hvid Stenalt, Associate Professor, Department of Culture and Communication, AAU
- Karina Kiær, Postdoc, Department of Culture and Communication, AAU
- Maja Højslet Schurer, Postdoc, Department of Culture and Communication, AAU

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?
The pedagogical design intends to facilitate students' critical digital literacy through autoethnographic deep dives into their everyday lives and lived experience with digital media.

Which general features of the teaching and learning activity will you share at TAL2026?
The presentation describes a series of experiments that aim to develop students' critical digital literacy via self-reflexive techniques grounded in practices of autoethnography and arts-based research. Critical digital literacy includes moving "from "awareness" to "critical consciousness," to "critical theory critique" and then to "behavioral change" (Markham & Pronzato, 2023, p. 297), enabled by situating students as autoethnographers of their own digital lives, inviting them to notice and interact with the broad range of human and nonhuman actors constituting their engagement with digital technology. The pedagogical model underpinning the experiments is developed by Annette Markham (2019, 2022). At TAL 2026, we will outline the basic format adopted in an elective module at master's level on digital practices in organisations, taught in a teaching context centering student agency and collaborative learning.

According to you and the students, what was the impact of the intervention on student learning/engagement/ development of competences?
The model was integrated as a dual response to emerging challenges. First is the challenge of AI. Specifically, we explored ways to foster student engagement with the subject without depending on AI for student work. The second challenge related to the teachers' experience of the students taking to cool reasoning and thinking about systems from the

outside (Shotter, 2012) instead of thinking systemically – as a self-reflexive part of the system. Shotter distinguishes between aboutness-thinking approaches of phenomena from the outside, relying on abstract, conceptual, and analytical forms of knowing that seek to explain and represent the world. Withness-thinking involves an embodied, relational, and responsive form of knowing, emerging from within our ongoing engagement with others both technologies, materialities and human and the world. The intervention resulted in rich accounts from students on the role of technology in everyday lives. Assessing students' work handed in for formal assessment, we noticed how students connected insights about their own media use to theoretical perspectives on the entanglement of technology and everyday practices. During teaching, we noticed that the creative and experiential approaches to data practices, enabling students' making and thinking with data, encouraged more personal and situated reflections on learning and the subject at hand.

How could your practice be inspirational/transferable to other teaching contexts?
This presentation intends to inspire others searching for techniques to foster critical engagement with digital technologies and cultivate students' critical digital literacy. Further, the presentation illustrates a way of re-interpreting the formal assessment requirements, which in this case was active participation.

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Markham, A. & Pronzato. R. (2024), "A critical (theory) data literacy: tales from the field". Information and Learning Sciences, Vol. 125 No. 5-6 pp. 293–320.
Shotter, J. (2012). More than cool reason: 'Withness-thinking' or 'systemic thinking' and 'thinking about systems'. International Journal of Collaborative Practices, 3(1), 1-13

Session 8 (in English)

Short communication 17:
I feel I belong: how fostering dialogue in a public speaking course can enhance the sense of community

Authors:
- Ïo Valls-Ratés, Assistant Professor, Institute of Mechanical and Electrical Engineering, SDU

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?
My first intention creating a new course "Engineering Presentation Skills" was to help them with tools that would enhance their way of communicating orally both to engineers and non-technical peers, and that students could realize how essential those tools are to make people willing to listen to them and get their messages across.

Which general features of the teaching and learning activity will you share at TAL2026?
The practices I used to foster the dialogue in pairs and small groups of four.
The classroom dynamics I sought to promote to help students feel comfortable, accepted, and supported by their peers, thereby enhancing their self-efficacy in communicative tasks.

According to you and the students, what was the impact of the intervention on student learning/engagement/ development of competences?
According to the survey I prepared to get a general perspective of how the first edition of the course turned out, students highlight the importance of practicing in class and having activities that required no previous preparation (resembling real conditions in a workplace, for instance). They also agree that this course made them feel that they belonged to a community, that they were eager to attend class because they had this relationship among them and with the teacher.

In my view, I could also feel that this sense of community that we built from the very beginning made them engaged, very participative in any of the exercises I suggested. Maybe it was also a good idea to begin every class with the "WEEKLY DILEMMA" in which in pairs they had to discuss a dilemma related with the topic of the day and then we would share their views with the whole group. That already fostered conversation from the very first minute and they had a known structure for every class.

How could your practice be inspirational/transferable to other teaching contexts?
For me, and I believe it is also true for them, having a dialogic class is essential nowadays. Students need to feel this belonging to the community they share the course with to make them also more willing to attend class and be part of the daily life at the university, contributing to their social and communicative skills, and leading to better well-being. Independent of what content we teach our students, having more dialogue in the classroom is essential to comprehend the matter they study by having to discuss it and argue with

others, relating it also with other topics and courses in a much deeper way. I feel that promoting oral exercises tends to be scary and overwhelming for some faculty members, but if we as teachers and researchers also talk more about how we guide these practices, it will really help fostering a much more interesting way of teaching and learning.

Short communication 18:
The Relevance of Inclusive Language for Belonging, Empowerment and Behavior Change

Authors:
- Hannah Mathilde Schippmann, Student, The Faculty of Humanities, SDU

Presentation at the conference cancelled

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?
I researched within the field of sociolinguistics within my bachelor thesis. Following a case study approach, I intended to gain new insights into how female students in multilingual environments reflect on the psychological effects inclusive language use has and how it impacts their perceptions by conducting interviews following an interview guide with twelve questions. The participants were asked to think about the relevance of inclusive language use for their experienced sense of belonging, as well as for their feelings of political and social inclusion and participation. Beyond that, the participants were asked to consider an impact on their feelings of empowerment and their perceived personal capabilities as well as on a potential influence on society's openness to change. I intended to make it visible to the participants themselves, as well as to others, that striving to support inclusion through the conscious use of language enhances equality and supports belonging, well-being, and empowerment, for example in learning environments.

Which general features of the teaching and learning activity will you share at TAL2026?
I would like to share an overview of my interview findings regarding belonging and inclusion, empowerment and behavior change, supported by previous research on how aiming for inclusive communications styles affects perceived personal capabilities, participation and acknowledgement.

In addition, I would especially like to illustrate which interview questions prompted the participants in my case study to reflect on the significance of, in this case linguistic, inclusion. My specific approach could provide insights into how the importance of inclusion and representation could be highlighted in other learning environments as well.

According to you and the students, what was the impact of the intervention on student learning/engagement/ development of competences?
The study impacted the participants to reflect on the effects inclusive language use has on their sense of belonging and empowerment, which were mostly noticed subconsciously. It made them realize that above all, they interpreted inclusive language as especially relevant for change processes with the aim to create a more inclusive and equitable society.

How could your practice be inspirational/transferable to other teaching contexts?
My practice may be inspirational for teaching contexts, as it offers insights into the psychological and behavioural effects of efforts made to improve inclusion and how one might inspire people to reflect on its relevance by bringing attention to the topic and by raising questions about injustices and internalized patterns of thinking. In teaching contexts, encouraging students to reflect on similar questions might enhance consideration and awareness around the importance of inclusion.

Short communication 19:
Teaching Impartiality through Intersectional Reflexivity: Why Recognising Difference Matters for Equitable Professional Practice

Authors:
- Liliana Núñez-Andersen, PhD Student, Department of Design, Media and Educational Science

This presentation explores a teaching intervention designed to foster critical understanding of the relationship between intersectionality and impartiality among students in higher education. While intersectionality is increasingly recognised as a framework for understanding social inequality, and impartiality remains a central professional ideal, the connection between the two is rarely explored in teaching and learning practices.

The intervention combined lectures, reflective exercises, and facilitated discussions. Students were introduced to intersectionality as a structural and relational framework for understanding how multiple social positions shape experiences, opportunities, and inequalities. Impartiality was critically examined in relation to implicit bias, challenging assumptions that fairness can be achieved through neutrality alone.

A central feature of the intervention was the use of the Identity Wheel, which encouraged students to reflect on their own intersecting identities and social positioning. By starting from personal experience, students moved from abstract understandings of intersectionality to a more tangible awareness of how identity shapes perspectives, interactions, and professional judgement.

The presentation argues that intersectionality and impartiality exist in a mutually constitutive relationship. Developing impartial professional judgement requires recognising that individuals encounter institutions, opportunities, and professional practices from different intersectional positions. Consequently, fairness and inclusion do not emerge from ignoring difference but from critically engaging with it. Understanding intersectionality therefore becomes a precondition for practising impartiality.

Student feedback indicated increased awareness of implicit bias, stronger engagement with issues of diversity and inclusion, and a more nuanced understanding of professional

responsibility. The approach offers a transferable pedagogical model for supporting reflexive, ethical, and inclusive professional practice across diverse higher education contexts.

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What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?

The teaching intervention aimed to support students in developing a critical understanding of intersectionality and impartiality as complex, socially constructed, and professionally relevant concepts.

More specifically, the intention was for students to:

- Understand how intersecting social positions shape experiences, opportunities, and inequalities.
- Critically examine traditional understandings of impartiality as objectivity or neutrality.
- Recognise the role of implicit bias in professional decision-making and interactions.
- Develop reflexive awareness of their own social positioning, assumptions, and potential blind spots.
- Strengthen their capacity to exercise impartial professional judgement through ongoing self-reflection and critical awareness.

The intervention sought to move beyond purely theoretical knowledge by encouraging students to connect abstract concepts to their own experiences and future professional practice.

Which general features of the teaching and learning activity will you share at TAL2026?
Key features include:

- Critical theoretical grounding: students were introduced to intersectionality as a structural and relational framework for understanding social inequality, and to impartiality as a professional ideal requiring critical reflection rather than assumed neutrality.
- Reflexive identity work: through activities such as the Identity Wheel, inspired by the Equitable Teaching resources developed at the University of Michigan, participants mapped and reflected on their intersecting social identities. This process encouraged students to critically examine how their social positioning, experiences, privileges, and marginalisations shape their perspectives, assumptions, and interactions with others.
- Linking self-reflection to professional practice: reflection on personal positioning served as a bridge to discussing classroom interactions, professional relationships, decision-making processes, and implicit bias in professional settings.
- Dialogic and participatory learning: lectures included presentations, small-group discussions, and collective reflection, creating opportunities for participants to engage actively with both theory and practice. They also had the opportunity to create their own social intersectional wheel by adding new labels that are present in their own experience/practice.
- Professional relevance: the activities were explicitly connected to future professional roles, helping students consider how intersectionality and reflexive impartiality can inform ethical and equitable practice.

According to you and the students, what was the impact of the intervention on student learning/engagement/ development of competences?
The intervention appeared to have a strong impact on student engagement by making intersectionality personally relevant. While most students were familiar with the concept, many associated it primarily with gender studies or social issues distant from their own lives. Through reflective activities such as the Identity Wheel, students recognised how their own intersecting identities shape experiences, perspectives, opportunities, and interactions. This humanised intersectionality and transformed it from an abstract concept into a meaningful framework for understanding everyday life and professional practice.

At the same time, students developed a deeper understanding of the relationship between intersectionality and impartiality. Rather than viewing impartiality as simply treating everyone the same or remaining neutral, they increasingly understood that fair and inclusive professional practice begins with recognising difference, including one's own social positioning, assumptions, and potential biases. In this sense, intersectional awareness became a foundation for impartiality, highlighting that equitable judgement requires attention to the diverse conditions and experiences people bring with them.
Students reported that:

- The Identity Wheel exercise helped them become aware of dimensions of identity they had not previously reflected upon (especially those beyond frequent intersectional labels).
- Reflecting on their own positioning made discussions of inequality, privilege, and discrimination more concrete and meaningful.
- The activities helped them understand that inclusive and impartial practice requires recognising rather than ignoring social differences.
- They became more aware of how unconscious assumptions and biases can influence interactions and decisions.

From a teaching perspective, the intervention supported the development of critical thinking, reflexive practice, ethical awareness, perspective-taking, professional judgement, and diversity and inclusion competences. The combination of conceptual learning and structured self-reflection appeared particularly effective in fostering a deeper understanding of how intersectionality and impartiality work together in professional practice.

How could your practice be inspirational/transferable to other teaching contexts?
The approach is highly transferable and can be adapted across professional education programmes.
The core principle is to combine:

1. Critical conceptual learning,
2. Structured self-reflection,
3. Application to professional contexts.

This model could be used in:

- Teacher education
- Social education
- Public administration
- Social work
- Nursing and healthcare education
- Business and leadership programmes
- Diversity and inclusion training

The Identity Wheel and similar reflexive activities provide accessible entry points for discussing complex issues related to identity, power, bias, and professional responsibility. By connecting personal reflection with professional practice, educators can help learners move from abstract awareness to more reflexive and equitable forms of action.

Short communication 20:
How international students, and home students, can benefit from effective learning communities

Authors:
- Donna Hurford, Senior Consultant, SDU Centre for Teaching and Learning, SDU

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?
The 'Internationalising SDU Study Programmes' project (2025-2026) collected data from over 400 international students across the five faculties about their teaching and learning experiences at SDU. The survey showed that international students are positive about their learning experiences and greatly value teachers' and administrators' efforts to facilitate their learning. However, there are missed opportunities to facilitate their sense of belonging and inclusion which could be addressed through more effective learning communities. Whilst the survey targeted international students, the findings align with current understanding of what contributes to effective learning communities both pedagogically and socially.

Which general features of the activity will you share at TAL2026?
During this presentation, we will share key findings and recommendations from the survey with a particular focus on the international students' experiences of learning communities. The students' comments about the significant role of learning communities as inclusive and supportive learning environments and how these do or could contribute to their sense of belonging provide highly relevant considerations for ways forward. The presentation includes recommendations shared with all five faculties and highlights effective examples from international study programmes, including online resources on group work, clear guidance, workshop sessions for students and dedicated support.

According to you and the students, what was the impact of the intervention on student learning/engagement/ development of competences?
The international students who responded to the survey and interviews welcomed the opportunity to contribute their examples of effective learning communities and their recommendations for ways forward. This highly relevant data is now informing international study programmes' pedagogic and inclusive practices.

How could your practice be inspirational/transferable to other teaching contexts?
Student experiences of teaching and learning are relevant to share across higher education institutions. Whilst contexts differ there are fundamental principles which underpin feelings of belonging, without which our capacity to learn and take risks is greatly diminished. By sharing how we practise these principles, we develop a general understanding of what works and how we can all contribute to students' sense of being included and belonging. For international students, experiences of belonging and inclusion are amplified, this presentation provides evidence for reviewing how we facilitate effective learning communities.

Session 9 (in English)

Short communication 21:
Biochemistry and microbiology for Engineers – from passive to active thinking through a research-oriented teaching design

Authors:
- Juan-Rodrigo Bastidas-Oyanedel, Assistant Professor, Department of Green Technology, SDU

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?
The intervention's main objective was to support students in moving beyond knowledge acquisition towards developing scientific inquiry competences. This included critical thinking, question formulation, and application of biochemical and microbiological concepts. A particular focus was on engaging a heterogenous cohort, with varying prior knowledge in biology, in becoming active participants in their own learning and connecting theory to real-world contexts.

Which general features of the teaching and learning activity will you share at TAL2026?
The teaching design combined multiple research-oriented and student-centered elements, including: 1) Flipped learning through pre-class reading and MCQs; 2) Interactive in-class activities, i.e. games and group work; 3) Field-based exploration of microbial activity; 4) Guest lectures from industry professionals; 5) A real-world, industry-inspired learning perspective. These elements were aligned to promote active engagement, collaboration, and inquiry-based learning, while creating coherence between pre-class and in-class activities. TAL2026 presentation will focus on Interactive in-class activities (Games), and Field based exploration of microbial activity. Both games and field exploration were peer learning activities. The card game had students explain a card with lecture term in their own words, swap cards, and re-pair—repeated low-stakes retrieval. In the field, guided by pre-class readings, they identified iron oxidation, anaerobic bubbling from pond sediment, and lichen's synergistic growth.

According to you and the students, what was the impact of the intervention on student learning/engagement/ development of competences?
The intervention resulted in high engagement during in-class activities, including up to 100% of the participation in field-based work and strong interaction in game-based and discussion activities. Students asked analytical and context-driven questions, indicating development of critical thinking and inquiry skills. While participation in voluntary pre-class activities was limited, students who engaged on them reported improved understanding and learning value. Overall, the findings suggest that interactive and contextualized approaches enhance engagement and support competence development.
Here some student feed back to the question "Which aspects of the teaching or course design worked particularly well":

- I like the games with the words we play in the lectures. It gives a good way to take a short break and enhances learning.
- Handing out cards with biological terms, and having to explain those terms to each other.
- The pre-class activities (MCQ).
- You should make more games.
- Maybe some more practical examples of application in the field.

How could your practice be inspirational/transferable to other teaching contexts?
The approach is transferable to other disciplines by demonstrating how combining simple, scalable teaching interventions can shift learning from passive reception to active engagement. It highlights the importance of contextualization, interaction, and alignment in supporting student learning, even in large or diverse cohorts. The design offers a practical framework for integrating inquiry-based learning without requiring major structural changes to existing courses. For example, the card game adapts to any discipline: students explain concepts in their own words, swap cards, and re-pair. The content changes; the format does not.

Short communication 22:
Learning Through Building: A Fixed-Wing Conservation Drone Workshop as an Active Learning Community

Authors:
- Guy Maalouf, PhD Candidate, The Maersk Mc-Kinney Moller Institute, SDU
- Kilian Meier, PhD Candidate, School of Civil, Aerospace and Design Engineering, University of Bristol
- Sid Reid, PhD Candidate, School of Civil, Aerospace and Design Engineering, University of Bristol
- Benjamin Thordahl Christensen, Research Assistant,
- Steve Bullock, Associate Professor, School of Civil, Aerospace and Design Engineering, University of Bristol
- Ulrik Pagh Schultz Lundquist, Professor, The Maersk Mc-Kinney Moller Institute, SDU
- Tom Richardson, Professor, School of Civil, Aerospace and Design Engineering, University of Bristol
- Matt Watson, Professor, School of Earth Sciences, University of Bristol
- Kjeld Jensen, Associate Professor, The Maersk Mc-Kinney Moller Institute, SDU

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?
The three-day workshop was an independent outreach activity at Kenyatta University aimed at giving students introductory confidence and awareness in fixed-wing UAS engineering. Intended outcomes included understanding basic aerodynamics and aircraft control, recognising how a model aircraft becomes a drone through onboard sensing, flight control and computing, configuring UAS software, planning safe missions, applying

practical engineering safety around batteries, propellers and tools, and working collaboratively across academic backgrounds.

Which general features of the teaching and learning activity will you share at TAL2026?
The workshop used a lecture-and-build structure, developed from an earlier, more simulation-focused workshop after students requested more hands-on work. Four self-selected teams each built one aircraft, allowing limited hardware to reach more students while supporting peer learning across technical backgrounds. Some students already knew one another; self-selection aimed to reduce social barriers in the short voluntary workshop, and teams organised roles without prescribed teamwork guidance. Activities spanned airframe assembly, electronics and software configuration, mission planning, simulator flight training, safety and team presentations.

According to you and the students, what was the impact of the intervention on student learning/engagement/ development of competences?
Pre- and post-workshop responses indicated increased self-reported confidence across aircraft assembly, control surfaces, telemetry, flight-controller setup, mission planning, and safe operation. Students highlighted the value of working directly with aircraft components and real configuration tools, while also asking for more time, smaller groups, clearer step-by-step material, and stronger preparation for beginners. Future iterations would add pre-workshop material and clearer beginner guidance; additional time and smaller groups must be balanced against logistical, equipment and instructor constraints. One student later joined the WildDrone field team at Ol Pejeta Conservancy, creating a pathway from the workshop to authentic conservation drone operations.

How could your practice be inspirational/transferable to other teaching contexts?
The workshop is presented as a case for how short-format engineering teaching can be designed around a shared technical system. The experience suggests that active learning is strongest when conceptual input is immediately applied to a common artefact, students carry shared responsibility for its operation, and safety and reflection are embedded in the practical work. Student feedback also identified practical considerations that influenced the experience, including pacing, structure, access to equipment, and supporting material. These points provide useful guidance for adapting the format to other teaching contexts, particularly where students enter with different levels of prior experience.

Short communication 23:
Bridging Code and Circuits: Building First-Year Engineering Learning Communities through a Shared Robot Project

Authors:
- Jes Hundevadt Jensen, Postdoc, The Maersk Mc-Kinney Moller Institute, SDU
- Anders Stengaard Sørensen, Associate Professor, The Maersk Mc-Kinney Moller Institute, SDU
- Preben Hagh Strunge Holm, Associate Professor, The Maersk Mc-Kinney Moller Institute, SDU

- Henrik Skov Midtiby, Associate Professor, The Maersk Mc-Kinney Moller Institute, SDU
- Ulrik Pagh Schultz Lundquist, Professor, The Maersk Mc-Kinney Moller Institute, SDU

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?
In the first semester of the BSc programme in Robotics Engineering, students combine programming, electronics, and mathematics by developing a mobile robot capable of solving simple problems. The aim is to help students understand how software and electronics interact in a mobile-robot context, particularly how code translates into physical behaviour through circuits, sensors, and actuators. A project-based approach supports this aim through a shared robot project, where students depend on each other's contributions to integrate software and hardware into a functioning system.

Which general features of the teaching and learning activity will you share at TAL2026?
The project progressed from individual technical skills, such as soldering and testing a PCB and developing software drivers, to collectively integrating motors, sensors, and control logic into a functioning mobile robot. Weekly supervision and open lab hours supported peer explanation, cross-group troubleshooting, and collaborative problem-solving. The project ended with a friendly robot competition, providing a shared goal that required each team to integrate, test, and iteratively improve their robot in preparation for the competition. The shared physical prototype made software-hardware interaction visible while creating a concrete point of collaboration during integration and troubleshooting.

According to you and the students, what was the impact of the intervention on student learning/engagement/ development of competences?
Informal student feedback indicated that working with a physical robot made the theoretical content more meaningful and helped students improve their understanding of the interaction between software and hardware. Teachers observed that the competition provided a shared purpose that encouraged iteration, troubleshooting, and peer support across programming and electronics challenges. Novice students increasingly contributed actively and relied on peer collaboration as teams prepared their robots for the competition.

How could your practice be inspirational/transferable to other teaching contexts?
The practice shows how a shared physical prototype can connect learning activities, supervision, and project work across courses. Although the platform was a mobile robot, the underlying model is transferable: students first develop individual skills, then contribute them to a shared artefact that requires integration, troubleshooting, and collaboration. Key elements include progression from individual skill acquisition to interdependent system integration, open troubleshooting sessions that encourage peer learning, and a friendly competition that provides a shared motivating goal. The approach may inspire others who wish to strengthen students' understanding of the interaction between hardware and software in real technical systems.

Session 10 (posters) (in English)

Poster 2:
From Abstract Equations to Clinical Context: Redesigning an Enzyme Kinetics Lecture through Active Learning

Authors:
- Martina Tuttolomondo, Adjunct Professor, Department of Molecular Medicine, SDU

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?
Enzyme kinetics is often perceived by medical and biomedical engineering students as abstract, mathematically demanding and disconnected from professional practice. This redesign aimed to strengthen conceptual understanding of Michaelis–Menten kinetics, enzyme inhibition and kinetic parameters, while increasing perceived relevance and motivation by connecting quantitative models with clinical and biomedical engineering applications. A further goal was to promote active participation and deeper reasoning rather than passive reception of theory.

Which general features of the teaching and learning activity will you share at TAL2026?
The lecture was redesigned around two principles: linking quantitative concepts to authentic professional contexts and asking students to predict and interpret before formal explanation. Short theoretical inputs were combined with clinical examples, biomedical engineering applications, interactive kinetic simulations, Poll Everywhere questions and collaborative case-based problem solving. Generative AI was used by the teacher to help develop clinical scenarios, which were reviewed and adapted for teaching. Activities were distributed throughout the lecture to create continuous interaction.

According to you and the students, what was the impact of the intervention on student learning/engagement/development of competences?
The redesign was evaluated using the same anonymous questionnaire across two cohorts: the 2025 cohort (n=18) received the previous lecture format, while the 2026 cohort (n=27) experienced the redesigned version. Students in 2026 reported higher perceived relevance to their studies and future practice (mean Likert score 4.11 vs. 3.83; 85% vs. 78% agreement) and greater motivation to engage actively during lectures (3.59 vs. 3.33; 67% vs. 56%), while perceived difficulty decreased slightly (3.15 vs. 3.33). Open-ended feedback highlighted interactive polling, visual learning and authentic clinical examples, while quantitative problem solving remained the main challenge. As teacher, I also observed more frequent participation and richer discussion during the redesigned lecture. These findings are informing the next iteration, including additional guided calculations and worked examples.

How could your practice be inspirational/transferable to other teaching contexts?
The approach is transferable to STEM and health-science courses in which students struggle to connect abstract quantitative concepts with professional practice. Authentic cases, visualisation, collaborative reasoning and audience-response systems can be adapted

across disciplines. Teacher-guided use of generative AI to develop context-specific cases also offers a practical way to create authentic learning activities while retaining academic oversight.

Poster 3:
From shared case to shared responsibility: Fostering collaboration within and across student groups

Authors:
- Camilla Moring, Associate Professor, Department of Communication, UCPH
- Henrik Jochumsen, Professor, Department of Communication, UCPH
- Thomas L.W. Toft, Educational Consultant, TEACH, UCPH

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?
In a first-year course in Information Studies at the University of Copenhagen, students work in groups on the same authentic problem posed by an external organisation and develop their own solution proposals. The course aims not only to develop students' ability to investigate and respond to a complex case, but also to help them take ownership of their group's process and solution, develop a sense of belonging and mutual responsibility within the group, and contribute to learning across the wider cohort.

Which general features of the teaching and learning activity will you share at TAL2026?
We will share how the course combines a shared external case with explicit scaffolding of collaboration. All groups work on the same problem, but their solutions are not ranked and no "winning" group is selected. Students are given structured opportunities to share interpretations, research designs, progress and ideas across groups. Within groups, collaboration is supported through group agreements, project management, rotating facilitator roles, feedback and iterative prototype development. The poster combines the teachers' practice-based reflections with student interview data.

According to you and the students, what was the impact of the intervention on student learning/engagement/ development of competences?
Student interviews suggest that the shared case became a common point of reference rather than a source of competition. Students describe learning from seeing how other groups interpreted the same problem and valued opportunities to discuss progress and present work to each other. Within groups, they report a stronger sense of belonging and mutual responsibility alongside a more explicit and professional approach to collaboration: establishing shared understanding, making use of different strengths, distributing responsibility, addressing unproductive group dynamics and creating psychological safety for idea generation.

How could your practice be inspirational/transferable to other teaching contexts?
The practice is transferable to case- and project-based courses in which several groups work on the same or related problems. We will highlight four design principles: use an authentic shared problem; frame parallel group work as collective exploration rather than

competition; create recurring opportunities for exchange across groups; and scaffold collaboration explicitly instead of assuming that students already know how to work effectively in groups.

Poster 4:
How can Higher Education prepare future strategy and innovation professionals for long-term uncertainty? The case of ASTRAL

Authors:
- Juan Diaz, Postdoc, Department of Business & Management, SDU
- Louise Lundeman Brantner, Student Assistant, Department of Business & Management, SDU
- Patricia Wolf, Professor, Department of Business & Management, SDU

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?
The Erasmus+ funded ASTRAL project aims to equip students with the skills and competences to understand and apply Long-Term Future Foresight (LTFF) in their future careers as strategy and innovation professionals. While existing education predominantly focuses on short- and medium-term strategies, students need to be prepared for strategic decisions reaching 10–20+ years into the future. ASTRAL therefore teaches students to identify megatrends, explore alternative futures, recognize emerging opportunities and uncertainties, and translate foresight into sustainable long-term strategies and present-day actions.

Which general features of the teaching and learning activity will you share at TAL2026?
We will present how the ASTRAL Higher Education curriculum is being co-created and co-designed with universities, high-tech and deep-tech businesses, SMEs, foresight professionals and other stakeholders across Denmark, Germany, France and Spain. We will focus on its flexible and circular learning approach and how business and educational needs are translated into learning objectives, course content and assessment. The curriculum combines LTFF concepts, methods and tools with real-life cases, practical assignments, examples and reusable materials that teachers can adapt to different courses and student groups.

According to you and the students, what was the impact of the intervention on student learning/engagement/ development of competences?
As the ASTRAL curriculum is currently being developed and validated, its full impact on student learning has not yet been assessed. The curriculum is designed to develop competencies that remain relatively uncommon in traditional strategy and innovation education: systematically engaging with long-term uncertainty, identifying and critically assessing megatrends, exploring alternative futures, and connecting these insights with strategic and innovation decisions. Practical cases and exercises are also intended to help students connect foresight theory with real-world business challenges and consider the social and environmental implications of long-term decisions.

How could your practice be inspirational/transferable to other teaching contexts?
ASTRAL illustrates how Higher Education, businesses, training organizations and foresight professionals can jointly develop curricula that respond to emerging societal and labor-market needs. Its circular co-design approach creates continuous exchange between education and practice rather than treating industry only as an end-user of educational outcomes. The modular and reusable learning materials also allow LTFF to be embedded into existing courses across strategy, innovation, entrepreneurship and technology management, making the approach adaptable to different disciplines and educational settings.

Session 11 & 12 (Workshops)

Workshop 3:
Experience the Thinking Classroom: Evidence-Based Strategies for Activating Large Groups in University Mathematics

Authors:
- Henrik Skov Midtiby, Associate Professor, The Maersk Mc-Kinney Moller Institute, SDU
- Ellen Raben Pedersen, Associate Professor, The Maersk Mc-Kinney Moller Institute, SDU

Held in English

What do you intend the workshop participants to achieve during this workshop?
This workshop introduces participants to the Building Thinking Classrooms (BTC) framework (Liljedahl, 2020), which we have implemented in large-scale engineering mathematics courses at SDU between 2023–2026, with up to 350 students enrolled. Our research (Larsen & Midtiby, 2025; Midtiby, Pedersen & Larsen, 2026) demonstrates that randomly formed groups of about three, vertical non-permanent surfaces (whiteboards), and open-ended problem-solving tasks significantly enhance student activation and their learning outcomes. The learning outcome is for participants to experience these strategies firsthand as students and reflect on their application in their own teaching.

Which activity will you include at the workshop TAL2026?
Participants will engage in a simulated BTC tutorial session, mirroring the structure used in our courses: solving math problems in visible random groups at whiteboards. This will be followed by a guided reflection linking the experience to our empirical findings, including statistical evidence that tutorial attendance improves exam performance ($p < 0.01$) and qualitative insights on collaboration and engagement.

According to you, what could be the impact for participants participating in the workshop?
Participants will leave with actionable takeaways: how to design tutorial sessions that maximize learning outcomes (particularly for mid-range students) and how to address common challenges (e.g., group dynamics, physical setup). They will also understand how BTC aligns with Universal Design for Learning to foster inclusive communities.

How could this workshop be inspirational/transferable to other teaching contexts?
The BTC approach is scalable and adaptable. While our studies focus on engineering mathematics, the principles—active collaboration, visibility of thinking, and random grouping—apply to any discipline where peer learning is valuable. Our five recommendations for communication, scaffolding, and alignment with assessments provide a roadmap for implementation (Midtiby et al., 2026).

Primary literature:

- Larsen, D. M., & Midtiby, H. S. (2025). Matematikundervisning på universitetet: whiteboards, tilfældige grupper og problemløsningsopgaver. Dansk Universitets-pædagogisk Tidsskrift, 20(37).
- Liljedahl, P. (2020). Building Thinking Classrooms in Mathematics, Grades K-12. Corwin Press.
- Midtiby, H. S., Pedersen, E. R., Larsen, D. M. (2026). Didactic Interventions in a Large Group Mathematics Classroom with a Focus on Tutorial Sessions. International Journal of Engineering Pedagogy (iJEP), 16(4), pp. 1–23. https://doi.org/10.3991/ijep.v16i4.61475

Workshop 4:
Getting Everyone on Board: Rethinking Programme Design

Authors:
- Hans Heiselberg, Associate Professor, Architectural Technology and Construction Management, University College of Northern Denmark

Held in Danish

What do you intend the workshop participants to achieve during this workshop?
The workshop aims to help educators and programme directors to explore how programme-level didactical and organizational choices can create inclusive conditions for learning, participation and belonging. The workshop is based on an analysis using Activity Theory (AT) as a framework, and Realistic Evaluation (RE) as an evaluation approach, of a new Bygningskonstruktør (BK) programme in Randers, Denmark, established 2,5 years ago, where teaching is organized around interdisciplinary themes, rather than separate subjects. Although not originally designed to accommodate Universal Design for Learning (UDL 3.0), the programme improves conditions corresponding with several principles of UDL 3.0.

The workshop invites participants to examine their own area of teaching through UDL 3.0 as a didactic lens. The workshop will be organized with AT as method, and RE as the framework for applying the UDL 3.0 Principles in their own field. Rather than asking whether a particular design is the right one for everyone, RE asks what works, for whom, under which conditions, and through which mechanisms.

Which activity will you include at the workshop TAL2026?
The workshop is aimed at teachers and programme directors, who will be included actively in the workshop. The first 15 min. will be a brief presentation, relating the Randers case and findings from qualitative interviews with students, teachers and director. Workshop participants will be introduced to UDL 3.0, AT and RE to examine own programme design. The participants will be organized in groups and apply AT- questions to their own teaching practices, and programme design, and discuss how didactical choices, learning activities, teacher roles and learning environments enable or constrain student learning accessibility. The workshop concludes with participants sharing insights from the discussions.

According to you, what could be the impact for participants participating in the workshop?
The expected take home messages will be that inclusion can be approached as a question of didactical and programme design rather than primarily through individual accommodation, that UDL 3.0 provides a framework for identifying opportunities and barriers to participation, and that inclusive designs should be examined contextually by asking for whom they work, under which conditions, and why. The participants will be able to map out their own practice using to AT and RE.

How could this workshop be inspirational/transferable to other teaching contexts?
Although the ATCM programme is very professional practice oriented, the participants will be inspired to utilize the analytical approach when critically reviewing their own educational contexts, using AT, RE and UDL 3.0 to examine how existing didactical and organizational structures shape participation, learning and belonging.

Primary literature:
CAST. (2024). Universal Design for Learning Guidelines version 3.0.
Pawson, R., & Tilley, N. (1997). Realistic Evaluation.
Engeström, Y. (1987). Learning by Expanding