

Practical Information
Programme
Abstracts for Short
Communications,
Posters and
Workshops

Conference Teaching for Active Learning

6 November 2018
University of Southern Denmark
Campus Odense

Content

Programme.....	3
MAP – SDU, conference area and parking	4
Key note: Nikol Rummel	6
Key note: Anne Deiglmayr	7
Morning 10:45 - 12:15 - Parallel Short Communication sessions	8
Morning 10:45 - 12:15 - Parallel Short Communication sessions	9
Afternoon 13:00 - 14:30 - Parallel Short Communication sessions.....	10
Afternoon 13:00-14:30 - Workshop and Posters	11
Abstracts.....	12
SC 1-1 Brugen af online quizzer og think pair share	12
SC 1-2 Bevægelse som didaktisk metode	14
SC 1-3 Hvordan giver man 100 studerende tekstnær feedback? I to trin baseret på elevstyret imitatio!	16
SC 1-4 How to uni – e-læringskursus for studiestartere.....	18
SC 2-1 Considerations about student involvement in planning, execution and evaluation of a course in learning, technical training and feedback in sports?.....	19
SC 2-2 Fagligt og personligt udbytte af involvering i udvikling af et læringsforløb	21
SC 2-3 Flipped learning and Peer Instructions inform students' learning in pharmacology and improves exam question scores	23
SC 2-4 At udvikle sig selv og sin rolle gennem team-baseret interaktion i innovative læreprocesser..	24
SC 3-1 Make a Good Start - experiences from my annual brush up course in Mathematics before start of study	25
SC 3-2 And the Oscar goes to Student produced videos with hidden learning outcomes	26
SC 3-3 Health Tech Innovator – An interdisciplinary and collaborative approach to teaching innovation and entrepreneurship: A case study of the Health Tech Innovator program	27
SC 3-4 Reflections on collaborative learning using the Model for Movement Innovation Learning	28
Poster 4-1 Game Elements in Hospital Clinical Practice: Teaching and Active Learning at the University Hospital of Copenhagen	29
SC 4-1 Collaborative co-constructed narration in educational live action roleplaying games.....	31
SC 4-2 An online tool for blended learning in public health ethics	32
SC 4-3 Teaching Greek to busy Latinists – and others	33
SC 5-1 Helping maths students learn from each other - ways forward with team-based learning	34
SC 5-2 Blended learning: Using virtual reality to teach medical students point of care ultrasound.....	35
SC 5-3 Journal Club – kollaborativ kritisk læsning af videnskabelige artikler.....	37

SC 5-4 Qualitative Learner Analytics: Actions Speak Louder Than Numbers	39
SC 6-1 Compulsory courses: How to make students take the hard pill.....	41
SC 6-2 Towards active learning: the implementation of a small, private, online course (SPOC) for physiotherapy students in Hong Kong and Australia	43
SC 6-3 Co-creation workshops for collaborative ICT-based tools for occupational therapy.....	45
SC 6-4 Designing an intercultural learning course for seafarer students.....	47
SC 7-1 Food for Thought: Practice-based research apprenticeships as a vehicle for collaborative learning.....	53
SC 7-2 Bringing experience to the classroom	54
SC 7-3 Have iPads, Will Travel Cross Culturally: Children in Denmark and the USA Use iPads to Learn about Each Other.....	56
Workshop: Design af kollaborative, asynkrone læringsaktiviteter	58
Poster session: Students' Reflections on Team Collaboration – TEK, Experts in Team Innovation, 2017	59

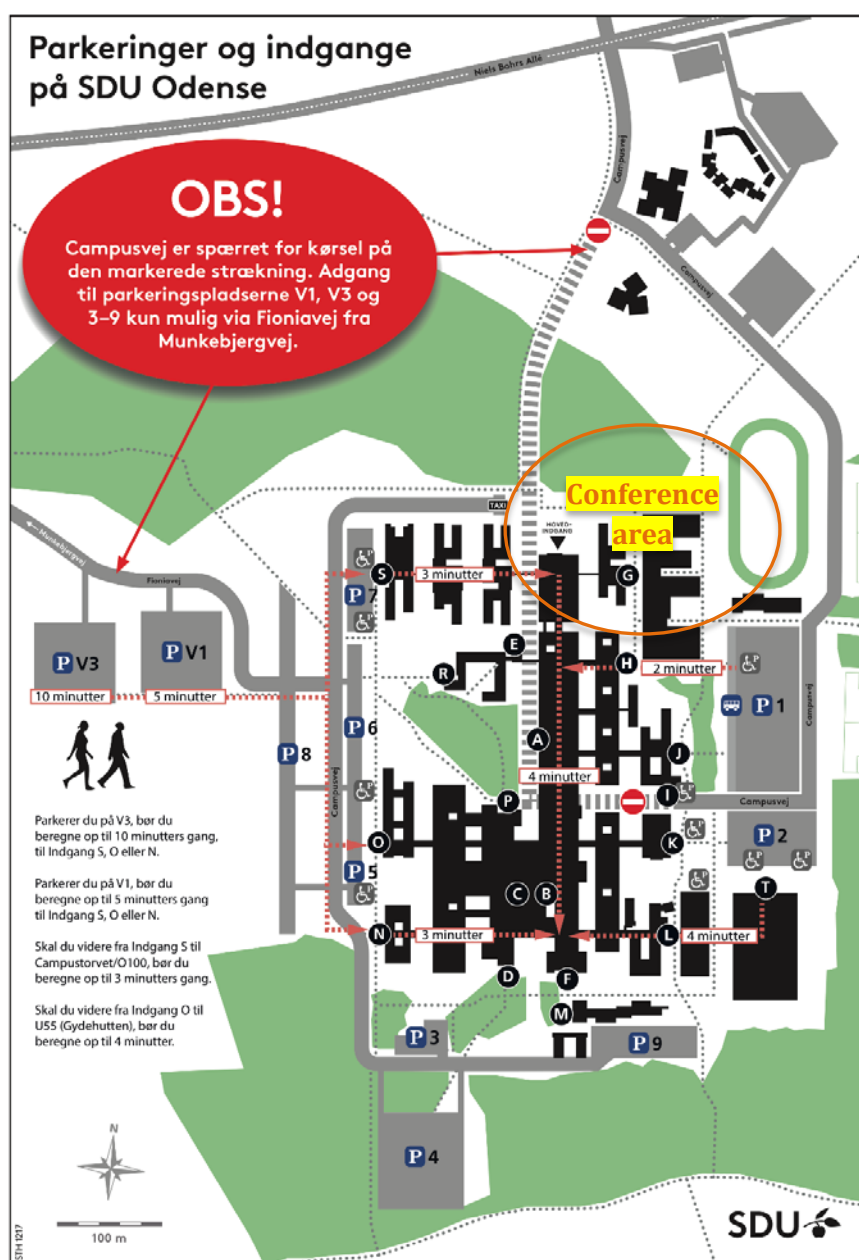
Programme

08.30-09.00	Registration - coffee and rolls
09.00-09.15	Welcome (O100)
09.15-10.30	<p>Keynote speakers Dr. Nikol Rummel and Dr. phil. Anne Deiglmayr</p> <p>Collaborative Learning in Higher Education – Relevant Dimensions including 10 min Q & A</p> <p>Why try collaborative learning? And how to put it into practice? Forms of Collaborative Learning hold great potential for fostering Active Learning in Higher Education: Ideally, collaborative dialogues with peers can foster deep cognitive engagement with the learning material, boost learning motivation, and promote social and communicative skills. However, giving a collaborative learning task to students does not guarantee effective collaborative learning.</p> <p>In the morning keynote, we will discuss research findings on conditions under which collaborative learning can unfold its full potential, and we will look at measures that educators can take to help students learn to collaborate, and learn from collaborating.</p> <p>A special focus will be on collaboration “scripts”, i.e. scaffolds for the collaborative process, that have been researched particularly in computer-supported collaborative learning (CSCL). We introduce a framework of support dimensions that can serve also as a lens to view the case studies of collaborative learning that are being presented at TAL 2018.</p>
10.30-10.45	Break
10.45-12.15	Parallel sessions part 1
12.15-13.00	Lunch
13.00-14.30	Parallel sessions part 2
14.30-14.45	Break
14.45-15.45	<p>Keynote speakers Dr. phil. Anne Deiglmayr and Dr. Nikol Rummel</p> <p>Collaborative Learning in Higher Education - Reflections and New Directions including 10 min Q & A</p> <p>What forms of collaborative learning appear promising to educators presenting their work at TAL 2018? What support dimensions do we find put into practice in their case studies? What dimensions might be worthwhile to explore more deeply?</p> <p>In the afternoon keynote, we will share and discuss our reflections on the collaborative learning practices that were reflected in the presented case studies at TAL 2018. In addition, we will share some examples of current research in the field and discuss further directions, in particular in the light of recent developments in computer support for collaborative learning.</p>
15.45-16.00	Closing statements – TAL2019 (O100)

MAP – SDU, conference area and parking

University of Southern Denmark
Campusvej 55
5230 Odense M

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 ...) instead of entering by Campusvej. Parking at the Swimming Pool/Cortex Park (P East, P1, P2) is difficult and there are far more available parking spaces at Fioniavej.



Where to go?

Welcome, Keynotes and Closing statements:

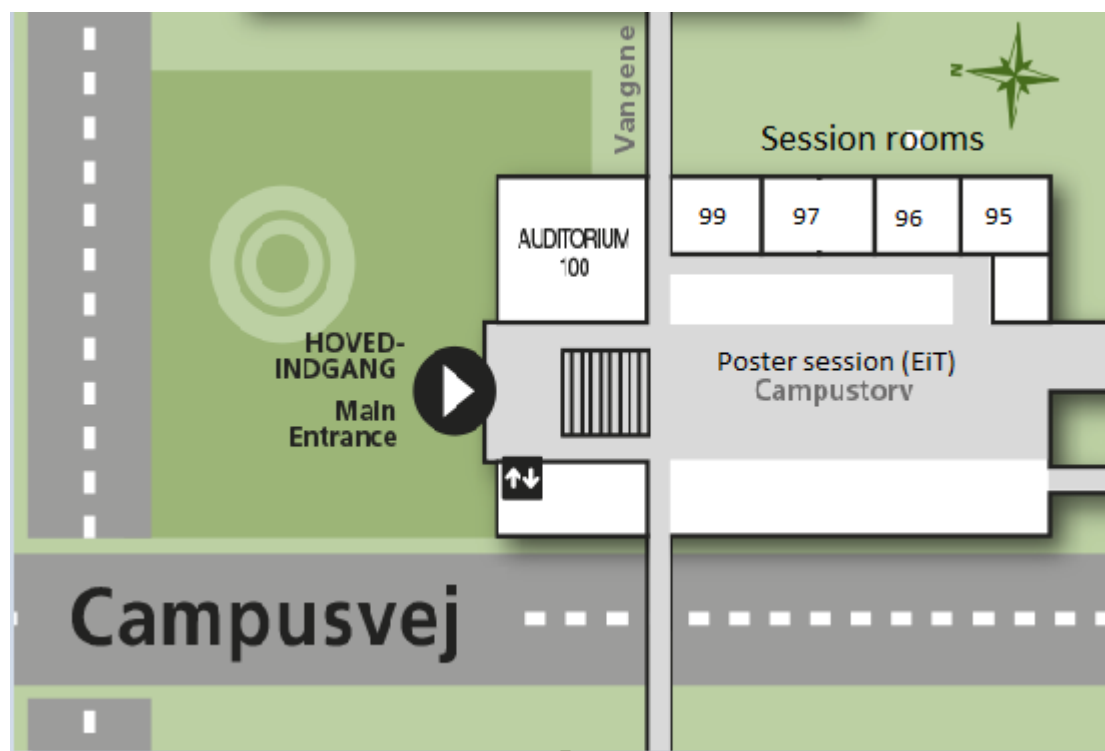
Auditorium 100:

Short communications and Workshop:

Session rooms 95-99, and O100

Poster session on Students' reflections on Team
Collaboration – TEK

Campustorvet



Key note speakers

Key note: Nikol Rummel



Dr. Nikol Rummel is a Full Professor and head of the Educational Psychology Lab in the Institute of Educational Research at the Ruhr-Universität Bochum, Germany. She is also an Adjunct Professor in the Human-Computer Interaction Institute at Carnegie Mellon University, Pittsburgh, USA.

One of her main research interests is on developing and evaluating instructional support for collaborative learning, with a focus on in computer-supported settings (CSCL) and on adaptive collaborative learning support. Another focus of her work is on developing methods for analyzing process data from collaborative learning, in particular chat data and audio-video recordings of student dialog in combination with log data of students' learning processes.

She has published over 40 journal articles in leading international research journals, as well as over 100 refereed book chapters and conference papers on her work.

Dr. Rummel is elected member of the Board of Directors and past president of the International Society of the Learning Sciences (ISLS). She is Associate Editor of the International Journal of Computer-Supported Collaborative Learning, and Editorial Board member of the Journal of the Learning Sciences, of the International Journal of Artificial Intelligence in Education, and of Learning & Instruction.

Five relevant publications:

- Kaendler, C., Wiedmann, M., Rummel, N., & Spada, H. (2015). Teacher competencies for the implementation of collaborative learning in the classroom: A framework and research review. *Educational Psychology Review*, 27(3), 505-536.
- Meier, A., Spada, H., & Rummel, N. (2007). A rating scheme for assessing the quality of computer-supported collaboration processes. *International Journal of Computer-Supported Collaborative Learning*, 2, 63-86.
- Rummel, N., & Spada, H. (2005). Learning to collaborate: An instructional approach to promoting collaborative problem-solving in computer-mediated settings. *Journal of the Learning Sciences*, 14(2), 201-241.
- Rummel, N., Walker, E. & Aleven, V. (2016). Different futures of adaptive collaborative learning support. *Journal of Artificial Intelligence in Education*, 26(2), 784-795.
- Rummel, N., Mullins, D. & Spada, H. (2012). Scripted collaborative learning with the Cognitive Tutor Algebra. *International Journal of Computer Supported Collaborative Learning*, 7(2), 307-339.

Key note: Anne Deiglmayr



Dr. phil. Anne Deiglmayr is a senior researcher in the field of Learning and Instruction at the ETH Zürich, Switzerland. She studied Psychology in Freiburg, Germany, and Ann Arbor, USA, and obtained her PhD in Psychology from the University of Freiburg in 2009. Collaborative learning is one of her main research fields.

Anne does experimental, quantitatively oriented research, which she combines with in-depth analyses of inter-personal interaction. Her projects focus on factors that make collaborative learning effective, and on the analysis of cognitive and communicative processes in knowledge co-construction. Current research projects in this research area include analysing the role of transactive discussions for students' individual

knowledge acquisition, and a meta-analysis on the effectiveness of the jigsaw method for orchestrating collaborative learning.

Further, Anne is interested in the development, assessment, and training of scientific thinking and argumentation skills, and is involved in a large-scale longitudinal study that assesses the effects of early STEM education. One of her current research projects in this area features a classroom-based training for teaching principles of experimental design (e.g., the “control of variables” strategy) to late elementary students.

Anne has worked as a teacher educator at the Universities of Teacher Education in Freiburg (Germany), the Universities of Teacher Education in Goldau (Switzerland), and the ETH Zurich. She regularly offers courses on collaborative learning and other topics for both high school teachers and University lecturers.

Five relevant publications:

- Deiglmayr, A. (2018). Instructional scaffolds for learning from formative peer assessment: effects of core task, peer feedback, and dialogue. *European Journal of Psychology of Education*, 33(1), 185 – 198. [Link to read-only SharedIt version] DOI: 10.1007/s10212-017-0355-8
- Deiglmayr, A., & Schalk, L. (2015). Weak versus strong knowledge interdependence: A comparison of two rationales for distributing information among learners in collaborative learning settings. *Learning and Instruction*, 40, 69 – 78. DOI: 10.1016/j.learninstruc.2015.08.003
- Deiglmayr, A., Paus, E., McCall, C., Mullins, D., Berthold, K., Wittwer, J., Krämer, N., & Rummel, N. (2013). Towards an integration of the learning perspective and the communication perspective in computer-supported instructional communication. *Journal of Media Psychology*, 2 (4), 180-189. DOI: 10.1027/1864-1105/a000101
- Deiglmayr, A., & Spada, H. (2011). Training for fostering knowledge co-construction from collaborative inference-drawing. *Learning and Instruction*, 21(3), 441-451. DOI:10.1016/j.learninstruc.2010.06.004
- Deiglmayr, A., Rummel, N., & Loibl, K. (2015). The mediating role of interactive learning activities in CSCL: An INPUT-PROCESS-OUTCOME model. *Proceedings of the 11th Conference on Computer Supported Collaborative Learning, CSCL 2015, Vol 2* (pp. 518 – 522). International Society of the Learning Sciences, Inc.
- Deiglmayr, A., & Spada, H. (2011). Training for fostering knowledge co-construction from collaborative inference-drawing. *Learning and Instruction*, 21(3), 441-451. DOI:10.1016/j.learninstruc.2010.06.004

Morning 10:45 - 12:15 - Parallel Short Communication sessions

Language: Danish	Language: Danish
Room: O99	Room: O97
Chair: Søren Sten Hansen	Chair: Christopher Kjær
SC 1-1 Brugen af online quizzer og think pair share <i>Christian Højer Schjøler</i>	SC 2-1 Considerations about student involvement in planning, execution and evaluation of a learning course <i>Jan Toftegaard Støckel et al</i>
SC 1-2 Bevægelse som didaktisk metode <i>Kristian Munksgaard et al</i>	SC 2-2 Fagligt og personligt udbytte af involvering i udvikling af et læringsforløb <i>Ina Andresen Heiselberg et al</i>
SC 1-3 Hvordan giver man 100 studerende tekstnær feedback? I to trin baseret på elevstyret imitatio! <i>Rasmus Rønlev</i>	SC 2-3 Flipped Learning and Peer Instructions inform students' learning in pharmacology <i>Maria Bloksgaard et al</i>
SC 1-4 How to uni – e-læringskursus for studiestartere <i>Kirstine Ravn Kjems</i> <i>Dina Andersen Skytte</i>	SC 2-4 At udvikle sig selv og sin rolle gennem team-baseret interaktion i innovative læreprocesser <i>Tine Lynfort Jensen</i>

Morning 10:45 - 12:15 - Parallel Short Communication sessions

Language: English	Language: English
Room: O100 (previously O96)	Room: O95
Chair: Rie Troelsen	Chair: Donna Hurford
SC 3-1 Make a Good Start - experiences from my annually brush up course in Maths before start of study <i>Dorthe Wildt Nielsen</i>	Poster 4-1 Game Elements in Hospital Clinical Practice: Teaching and Active Learning at the University Hospital of Copenhagen <i>Sheila Perez Rovsing Koch et al</i>
SC 3-2 And the Oscar goes to Student produced videos with hidden learning outcomes <i>Lars Klingenberg</i>	SC 4-1 Collaborative co-constructed narration in educational live action roleplaying games <i>Muriel Algayres</i>
SC 3-3 Health tech innovator - an inter-disciplinary and colla-borative approach to teaching innovation and entrepreneur-ship: A case study of the health tech innovator program <i>Dorthe Boe Danbjørg et al</i>	SC 4-2 An online tool for blended learning in public health ethics <i>Maria Palianopoulou</i>
SC 3-4 Reflections on collaborative learning using the Model for Movement Innovation Learning <i>Lars Elbæk</i>	SC 4-3 Teaching Greek to busy Latinists - and others <i>Christian Høgel</i>

Afternoon 13:00 - 14:30 - Parallel Short Communication sessions

Language: Danish	Language: English	Language: English
Room: O99	Room: O97 (previously O96)	Room: O95
Chair: Lotte O'Neill	Chair: Inger-Marie Christensen	Chair: Kasper Bergstrøm
SC 5-1 Helping maths students learn from each other - ways forward with team-based learning <i>Torben René Højland</i>	SC 6-1 Compulsory courses: How to make students take the hard pill <i>Steffen Kjær Johansen et al</i>	SC 7-1 Food for thought: Practice-based research apprenticeships as a vehicle for collaborative learning <i>Danielle Wilde</i>
SC 5-2 Blended learning: Using virtual reality to teach medical students point of care ultrasound <i>Rune Jensen et al</i>	SC 6-2 Towards active learning: the implementation of a small, private, online course (SPOC) for physiotherapy students in Hong Kong and Australia <i>Anamaria Laudet Mangubat</i>	SC 7-2 Bringing experience to the classroom <i>Torben Worm</i>
SC 5-3 Journal Club – kollaborativ kritisk læsning af videnskabelige artikler <i>Henriette Lorenzen</i>	SC 6-3 Co-creation workshops for collaborative ICT-based tools for occupational therapy <i>Emanuela Marchetti et al</i>	SC 7-3 Have iPads, Will Travel Cross Culturally: Children in Denmark and the USA Use iPads to Learn about Each Other <i>Isaac Willis Larison</i>
SC 5-4 Qualitative learner analytics: Actions speak louder than numbers <i>Henrik Køhler Simonsen</i>	SC 6-4 Designing an intercultural learning course for seafarer students <i>Ulrike Niemann</i>	

Afternoon 13:00-14:30 - Workshop and Posters

Workshop om Design af kollaborative, asynkrone læringsaktiviteter (LINK til abstract)
Time and place: 13:00-14.45 at room O96 (previously O97)
Leader: Pernille Stenkil Hansen
Language: Danish
<p>Design af kollaborative, asynkrone læringsaktiviteter</p> <p>På denne workshop kigger vi nærmere på design af kollaborative læringsaktiviteter, der foregår online mellem lektionerne og som er asynkrone, dvs. at de lærende kan bidrage, når det passer ind i f. deres kalender. Man er ikke online på samme tid, men forskudt i tid. Du vil få viden om og lære at designe samt moderere online, asynkrone aktiviteter. I denne video får du en kort introduktion til kollaborative, asynkrone læringsaktiviteter.</p>
<p>Poster session: Students' Reflections on Team Collaboration – TEK, Experts in Team Innovation, 2017</p>
Time and place: 13:50-14:30 at Campustorvet (Agora)
Leaders: Donna Hurford and Steffen Kjær Johansen (EIT Course Leader)
Language: English
<p>In semester 5, more than 400 TEK students participate in the Experts in Team Innovation (EIT), 10 ECTS course. EIT is unlike other TEK courses with its focus on reflection, as stated in the handbook:</p> <p><i>'Experts in Team Innovation (EiT) is an experience-based learning course. The focus is not on creating the perfect end result innovation-wise. It is about experiencing and reflecting on two learning processes: the interdisciplinary collaboration process and the innovation process'.</i></p> <p>Each team of 5 or 6 students either responds to an innovative challenge provided by a company or they design their own entrepreneurial innovations. The students' learning is assessed using different assessment methods including an individual oral exam prior to which the groups have to submit posters on their groups' management of the collaboration process and the innovation process. At TAL2018, we are showcasing a selection of collaboration posters prepared by groups who completed EIT in 2017. Steffen, EIT course leader, and Donna, who supports the EIT teacher team in their facilitation roles, will invite TAL delegates to review a selection of student groups' posters on collaboration and to discuss how collaboration tools and reflection on collaboration can support student engagement and collaborative learning.</p>

Abstracts

SC 1-1 Brugen af online quizzer og think pair share

Author

Christian Højer Schjøler, Assistant Professor, University of Southern Denmark, Legal Department

Focus

E-learning tools and students' learning

What did you intend the students to learn from this teaching and learning activity?

Aktiviteten gennemførtes i overbygningsvalgfaget "Videregående ansættelsesret" i F2018 på cand.jur.-uddannelsen. Aktiviteten fandt sted til supplerende af katederundervisning og casegennemgange, og ofte lå den til sidst i lektionen som opsamling og afprøvning af de studerendes skete læring under lektionen.

Brugen af kahoot og polleverywhere quizzerne skulle motivere de studerende til at anvende begreberne og de retlige strukturer fra pensum i par-diskussioner med med-studerende og derved omsætte de autoritative ord til egne overbevisende ord, hvilket knytter sig til fagets læringsmål udi hhv. viden og færdigheder. Aktiviteten fokuserer på den studerende viden, men via par-diskussionerne læres færdigheder i argumentationsteknik, hvilket bl.a. indebærer at identificere og analysere ansættelsesretlige problemstillinger og foruddiskontere juridisk holdbare løsninger.

Spørgsmålsformen i quizzen egner sig ikke til læringsmål udi kompetencer, som mere beror på mere dybdegående analysearbejde ud fra længere sagsfremstillinger.

Quiz-elementet gav samtidig de studerende en indikation af, om deres viden var korrekt.

Which general features of the teaching and learning activity, would you share at TAL2018?

Jeg tilstræbte, at quizzerne og spørgeformen skulle "sparke gang i" de studerendes italesætning og formulering af egen viden, og evalueringen bekræftede mig i, at quizzerne virker på den oplevede læring og motivation hos de studerende. I særdeleshed think-pair-share-tilgangen er gavnlig for at få dialogen i gang, og jeg brugte den også med fordel til spørgsmål uden for quizzerne, dvs. ved katederundervisningen. Det er særligt motiverende for de usikre studerende, der via diskussionerne opbygges i troen på deres egen opfattelse og derpå er mere motiveret til at sige noget i plenum.

Ved at bruge sådanne quizzer får man også en god adgang til at tjekke de studerendes viden, og via programmets øjeblikkelige afsløring af resultaterne kan man som underviser derigennem vurdere, om der er behov for at repetere emnet straks efter spørgsmålet.

According to you and the students, what was the impact of the teaching and learning activity on student learning/engagement?

Ifølge evalueringen af aktiviteten fandt langt størstedelen af de studerende, at det var en udbytterig udnyttelse af tiden ctr. katederundervisning. Det kan naturligvis ikke vides, om deres "reelle" læring havde været bedre uden quizzerne. Men der er også en selvstændig pointe i, at de studerende oplever det som en "læringsfremmende" aktivitet.

Der var enkelte udslag i statistikken og kommentarer, der gik på, at den pgl. hellere ville have brugt tiden på katederundervisning. Det kan bl.a. skyldes, at jeg laver nogle meget strukturerede slides, som gennemgår det meste af pensum pr. undervisningsgang. Dermed kan de føle sig "snydt" hvis de ikke alle nås. Min egen

oplevelse er, at langt størstedelen af de studerende ikke kan holde koncentrationen i længere tid end de omtalte 20 minutter og i øvrigt ikke af egen drift svarer på de spørgsmål jeg stiller ud i plenum, hvorimod der var langt mere lyst til at svare efter sidemandsdiskussionerne, bl.a. fordi de studerende kunne henvise til den kollektive opfattelse i gruppen – ikke kun deres egen.

How could your practice be inspirational/transferable to other teachers, students, institutions...?

Summespørgsmål og par-diskussioner er velkendte størrelser, men jeg synes kombinationen af quizzerne og think pair share gav nogle ekstra fordele via bl.a. monitoreringen af de studerendes viden.

Kahoot-quizzerne er meget "poppede" i deres udtryk og egner sig ikke til længere spørgsmål og længere svar, men formatet er fængende og fanger de studerende, herunder ikke mindst det justerbare konkurrenceelement.

SC 1-2 Bevægelse som didaktisk metode

Authors

Kristian Munksgaard, Lecturer, UCL Erhvervsakademi og Professionshøjskole, Dep. of Social Education

Lotte Holk Hansen, Lecturer, UCL Erhvervsakademi og Professionshøjskole, Dep. of Teacher Education

Frederik Lassen, Lecturer, UCL Erhvervsakademi og Professionshøjskole, Dep. of Physiotherapy

Focus

Active teaching and learning

25 undervisere på UCL har siden september 2017 integreret bevægelse i undervisningen på lærer- pædagog- og fysioterapeutuddannelserne.

What did you intend the students to learn from this teaching and learning activity?

Læringsaktiviteter designs således, at de understøtter læringsmål på de uddannelser, hvor de anvendes. Et eksempel er kompetencemålet på pædagoguddannelsens modul 7 "Pædagogen som myndighedsperson": "Den studerende kan fagligt begrunde pædagogisk arbejde i relation til den samfundsmæssige, historiske, institutionelle og professionelle sammenhæng.

Which general features of the teaching and learning activity, would you share at TAL2018?

Bevægelse anvendes som en didaktisk kategori på et kontinuum, der spænder fra energizers til, det vi har kaldt, "at åbne op for det abstrakte":



- Energizers giver et afbræk i undervisningen, kroppen aktiveres, der skabes god stemning på holdet, og muligheder for at arbejde på tværs af konsoliderede relationer. Bevægelse før, under og efter læringssituationer kan styrke kognitive processer og konsolideringen af hukommelse hos børn og voksne (Nielsen, 2016, s. 19-22, aa 2016, s. 19-22; Roig M, Skriver K, Lundbye-Jensen J, Kiens B, Nielsen JB, 2012).
- "At åbne op for det abstrakte" betyder at bevægelse skaber forståelse for fagligt stof. Såkaldt "task relevant movement" kan påvirke læring, kognition og akademisk præstation positivt (Chandler og Tricot, 2015, s. 365-370). Gennem kropslige udtryk bearbejdes erfaringsmateriale, sensomotoriske oplevelser gør viden tilgængelig for kommunikation og refleksion og bidrager dermed til erkendelse (Austring og Sørensen, 2006).
- Flere undervisere implementerede energizers, walk-N-talks og decideret pulstræning. Andre var optaget af at strukturere undervisningen anderledes vha. bevægelse som didaktisk metode, og enkelte var optaget af, hvordan kropslig bearbejdning af fagligt stof kunne øge erkendelse hos de studerende. Alle undervisere giver udtryk for, at de gerne vil fortsætte med at inddrage krop og bevægelse i undervisningen.

According to you and the students, what was the impact of the teaching and learning activity on student learning/engagement?

Der har været forskellige faglige mål med undervisningen afhængig af uddannelse og modul. Derfor der ikke er blevet evalueret på fagspecifikke områder, men på de studerendes oplevelse af undervisningen og deres læringsudbytte. De studerende har udfyldt et spørgeskema inspireret af "Learning Rating Scales" (Learning rating scales.2018). Resultaterne kan ses som et pejlemærke for, hvordan de studerende vurderer den samlede undervisning med bevægelse. Overordnet har de studerendes oplevelser været positive. Langt de fleste resultater ligger på scorer mellem 7,0 og 8,9 på en likert skala fra 1-10 (se tabel 1).

Tabel 1: Resultater fra spørgeskemaundersøgelse til studerende. Likert skala fra 1-10, hvor 10 var bedste score.	Pædagogstud.	Fysioterapeutstud.	Lærerstud.	Gennemsnit
Jeg lærer noget i undervisningen	7,8	8,4	6,9	7,5
Jeg føler mig tilpas i undervisningen	8,3	8,9	8,4	8,4
Jeg føler mig tilpas med bevægelse	8,1	8,6	7,0	7,8
Jeg føler der forventes noget af mig	7,4	7,9	5,6	6,8

How could your practice be inspirational/transferable to other teachers, students, institutions...?

Vores praksis har transferværdi, da udgangspunktet i vores arbejde er didaktisk og ikke fag-fagligt. Det er centralt, at undervisere skal være i stand til at definere og formidle klare og konkrete formål og meninger med bevægelse i undervisningen. Undervisere bør implementere bevægelse på baggrund af konkrete behov for en forandring i undervisningspraksis, og undervisere må evaluere hvorvidt de studerende får et konkret udbytte, som fx øget lyst til deltagelse i undervisning, øget trivsel, øget motivation, bedre læringsmiljø, pauser der gør dem klar til mere undervisning eller bedre forståelse af abstrakte begreber.

SC 1-3 Hvordan giver man 100 studerende tekstnær feedback? I to trin baseret på elevstyret imitatio!

Author

Rasmus Rønlev, adjunkt, Syddansk Universitet, Center for Journalistik

Fokus

Active teaching and learning, Students' individual learning outcomes, E-learning tools and students' learning

Det er en velkendt pædagogisk udfordring at feedback er central for studerendes læring, men at det især på store hold er (for) tidskrævende for underviser at give individuel feedback (Rienecker og Bruun 2013, s. 260-261; Sambell et al. 2013, s. 72, 74 og 82). I min præsentation vil jeg fremlægge et undervisningsudviklingsprojekt hvor jeg har løst denne udfordring ved at tilrettelægge feedback i et fag med små 100 journaliststuderende i to trin: I det første trin har de studerende i grupper givet hinanden feedback på tekster de har skrevet individuelt, og på den baggrund udvalgt én tekst blandt gruppemedlemmernes tekster som de har fundet eksemplarisk. I det andet trin har alle på holdet læst de eksemplariske tekster som grupperne har udvalgt, og så har jeg givet feedback på de udvalgte tekster i plenum. Tanken har altså været at alle studerende får individuel feedback fra deres medstuderende i det første trin, mens det i det andet trin kun er udvalgte studerende der får individuel feedback fra mig. Udvælgelsen er det vel at mærke de studerende selv der står for, og den har altså beroet på at de studerende har fundet de udvalgte skribenters tekster eksemplariske – eller rettere: imitativærdige. Imitatio er en retorisk-pædagogisk metode hvor ”man i læsning af en forelagt tekst – uanset hvilken genre – taler om hvad man kan lære af denne tekst med hensyn til selv at skrive godt.” (Kock 2013, s. 104) Hvor det i den klassiske retoriske tradition typisk har været underviseren der har bestemt hvilke tekster de studerende skulle efterligne, har jeg i mit projekt taget udgangspunkt i retoriker Christina Matthiesens koncept for elevstyret imitatio hvor det i stedet er de studerende der vælger hvilke tekster de vil lade sig inspirere af (Matthiesen 2016, s. 209 og 212-215).

What did you intend the students to learn from this teaching and learning activity?

Målet med udviklingsprojektet har været at styrke de journaliststuderendes produktive og analytiske kompetencer, herunder deres evne til at give, modtage og anvende feedback. Dette har haft relevans for eksamen (jf. læringsmålene i det pågældende fag) såvel som de studerendes fremtidige virke som skribenter og sparringspartnere.

Which general features of the teaching and learning activity, would you share at TAL2018?

I min præsentation vil jeg lægge særligt vægt på 1) udviklingsprojektets grundlæggende idé om at bryde feedbackprocessen op i to trin og lade de studerende udvælge hvilke tekster der skal gå videre fra første til andet trin, samt de retorisk-pædagogiske principper den idé bygger på; 2) de studerendes evaluering af forløbet som er sket løbende både skriftligt i en Journal på BlackBoard og mundtligt i plenum; og 3) praktiske råd til andre undervisere, bl.a. på baggrund af hvordan jeg har kommunikeret ideen og trinene i den til de studerende, og hvordan jeg har brugt BlackBoard til at realisere den.

According to you and the students, what was the impact of the teaching and learning activity on student learning/engagement?

Den skitserede fremgangsmåde for feedback er krævende i den forstand at de studerende er nødt til at være aktive og bidrage som såvel skribenter som feedbackgivere. Af samme grund synes den at dele

vandene: De studerende der har været aktive undervejs, har været positive og følt at de er blevet klædt bedre på til eksamen og er vokset som skribenter; omvendt har de studerende der ikke har været aktive undervejs, været negative og følt at den tilrettelagte undervisning, kort sagt, var spild af tid.

How could your practice be inspirational/transferable to other teachers, students, institutions...?

Den grundlæggende idé i mit udviklingsprojekt er tilpas abstrakt til at kunne tilpasses mange andre undervisningssammenhænge; samtidig vil jeg i min præsentation tilstræbe at være tilpas konkret mht. hvordan man kan kommunikere ideen til studerende og bruge BlackBoard til at realisere den, til at det kan inspirere tilhørerne til rent faktisk at omsætte ideen i praksis.

Litteratur

Kock, Christian (2013): "Imitatio: en bro mellem tekstlæsning og skriftlig fremstilling" i *Retorisk praksis*, s. 103-112.

Matthiesen, Christina (2016): "Student-driven Imitation as a Means to Strengthening Rhetorical Agency – or, Propelling Quintilian's Chapter on Imitation into Today's Teaching" i *Advances in the History of Rhetoric* 19:2, s. 208-224.

Rienecker, Lotte og Jesper Bruun (2013): "Feedback" i *Universitetspædagogik*, s. 259-279.

Sambell, Kay, Liz McDowell og Catherine Montgomery (2013): "Developing formal feedback to improve learning" i *Assessment for Learning in Higher Education*, s. 71-97.

SC 1-4 *How to uni* – e-læringskursus for studiestartere

Authors

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Focus

E-learning tools and students' learning

What did you intend the students to learn from this teaching and learning activity?

Der er to overordnede formål med det e-læringsbaserede studiestartskurset *How to uni*. Kurset skal dels være en test af, at de nye studerende reelt er startet på deres uddannelse, dels lette overgangen til at blive universitetsstuderende – gerne allerede inden de starter, så vi knytter dem til institutionen og forbereder dem. Erfaringer fra evalueringer af studiestarten viser, at mange nye studerende bliver meget overraskede over, hvor anderledes det at studere på et universitet er og er usikre på egne og institutionens forventninger. De konkrete læringsmål for kurset omfatter fx at de véd, hvordan de logger på og bruger de forskellige systemer, kender egne og universitetet forventninger til indsats og bidrag, kender og reflekterer over sociale strategier, kender relevante og vigtige studieadministrative regler og retningslinjer og er i stand til at finde information og hjælp.

Which general features of the teaching and learning activity, would you share at TAL2018?

Den overordnede opbygning af kurset i tema-moduler med efterfølgende test vil vi gerne dele, sammen med eksempler på form og indhold i de enkelte elementer i modulerne. Første modul har temaet *Kom godt i gang*, og introducerer til studiestarten, forskellen til ungdomsuddannelser og guider til at logge på systemer. Andet moduls handler om forventninger og hints til at gøre det nemmere fx at sætte mobil op til SDU-mail. Temaet i tredje modul er studievalg, motivation og det faglige niveau. Her guides den studerende til at reflektere over sit studievalg også ift. efterfølgende job, bliver introduceret til god adfærd ved digital interaktion og hjælpes til at forstå det faglige niveau ift. adgangskrav. Modul 4 fokuserer på den studerendes egen indsats gennem videoer om undervisernes forventninger til dem og de introduceres til studiestrategier og -teknik. Endelig bliver de i modul 5 klædt på til at kende deres studieordning og de vigtigste studieadministrative regler. På konferencen vi vil desuden dele fakta om deltagelse, gennemførelse og deltagerne evaluering af kurset ift. de overordnede mål.

According to you and the students, what was the impact of the teaching and learning activity on student learning/engagement?

De tilbagemeldinger, som vi allerede har fået fra deltagere via en survey viser, at de nye studerende har fået et godt overblik over studiestartet, at de er blevet bevidste om, hvad de selv kan gøre for at komme godt fra start på studiet og at de er godt orienteret om, hvem der kan hjælpe med hvad. Vores vurdering er, at kurset helt klart har forberedt de studerende på SAMF i 2018 særligt godt til at starte på deres uddannelse.

How could your practice be inspirational/transferable to other teachers, students, institutions...?

Vi er allerede i gang med at sprede viden om kurset internt på SDU, men tænker også at alle andre institutioner kan lade sig inspirere og/eller kopiere dele af kurset til egen institution, uddannelse eller kursus. Fx kan opbygningen med moduler let overføres, temaer og indhold vil for en stor del være ens på andre uddannelser og opsætningen af det enkelte modul med hhv. videoer, tekster, tegninger, præsentationer, opgaver og tests kan inspirere andre til let at komme i gang med et online-studiestartskursus.

SC 2-1 Considerations about student involvement in planning, execution and evaluation of a course in learning, technical training and feedback in sports?

Authors

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Focus

Active teaching and learning, Design of blended learning, Flipped learning

What did you intend the students to learn from this teaching and learning activity?

A group of nine students (out of 63) accepted the open invitation to become involved in the planning of the course content, teaching form and examination style for their next learning module. During the first meeting, a joint decision was made to continue the staff-student collaboration throughout the course. Our intentions with student involvement are threefold:

1. to develop more current and student informed education programs and make teaching even more fun
2. to promote and stimulated increased student responsibility and autonomy in learning processes
3. to stimulate early professional (p.e. teacher/programmer) identity formation and leadership among student representatives

Which general features of the teaching and learning activity, would you share at TAL2018?

Comprehensive student involvement of this kind raises several important considerations:

- staff assumptions and beliefs made us choose a comprehensive level of student involvement, but is this suitable for year two students and how do we interpret and deal with student proposals sensitively?
- student representatives propose and influence decisions based on their interpretation of peer-needs but do these assumptions hold?
- what happens when the remaining students become obliged to follow decisions made by their peer representatives – do we then get a shared and positive learning culture or do representatives become targeted or marginalized as teacher's pets?

According to you and the students, what was the impact of the teaching and learning activity on student learning/engagement?

The voices of student representatives have led to a minimization of mass-class confrontation sessions in return for smaller working units and supervision groups. Students have asked for early submission of written products and a more balanced examination process. Early and general student responses and expectations have been positive, but it is too early to evaluate the match between staff and student needs and rationales. By TAL2018, both teacher and student reflections on our questions will be shared. An abstract from the student representatives will specifically seek to pinpoint how students have had a voice and how it has affected motivation, self-belief, academic learning and experiences with collaborative work

How could your practice be inspirational/transferable to other teachers, students, institutions...?

Too many university teachers complain about students' lack of commitment to read and study without dealing effectively with the underlying causes. Whilst many refinements need to be done, it is our ambition to treat 'shared responsibility and autonomy' as an ongoing capacity building – not only among students – but also among ourselves. We believe that the intentions of finding the appropriate level of student involvement is transferable across the entire teaching profession as well many other helping professions.

SC 2-2 Fagligt og personligt udbytte af involvering i udvikling af et læringsforløb

Authors

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Focus

Active teaching and learning, Students' shared learning outcome, Students' individual learning outcomes

What did you intend the students to learn from this teaching and learning activity?

Vi er en gruppe på ni studerende, der har deltaget i planlægning, gennemførsel og evaluering af et læringsforløb i forbindelse med udformningen af en ny studieordning ved Institut for Idræt i samarbejde med den kursusansvarlige. Gennem forløbet har vi fået indsigt i en række administrative og didaktiske aspekter, som er væsentlige ved opbygningen af et nyt curriculum. Involveringen har bidraget til at styrke vores evne til gruppearbejde og det at træde ind i lederskabsrollen.

Motivationen og engagementet for deltagelse i projektet bygger på et ønske om at have reel indflydelse på egen uddannelse. Ved opstarten af processen var vi usikre på opgavens omfang og hvor stor medindflydelse vi ville få.

Det er vores oplevelse, at vi har haft en vigtig stemme, og gennem en proces der tager form af mesterlære, er vores ideer blevet omsat til praksis. Vi har inden for rammerne af studieordningen, haft indflydelse på kursusindhold, form og eksamensform, hvilket har styrket vores studieengagement.

Which general features of the teaching and learning activity, would you share at TAL2018?

Set i perspektiv finder vi, at det er vigtigt, at flere studerende bliver involveret i faglig udvikling for at styrke deres faglige og sociale autonomi. Vi har identificeret følgende opmærksomhedspunkter, der er afgørende for en vellykket involvering:

- At processen sker i et samarbejde hvor der er tydelig facilitering og fremdrift.
- At processen ikke iværksættes for tidligt i studieforløbet, hvor der ikke sker nok, og deltagelsen bliver mere passiv.
- At der er tale om reel indflydelse på kursusindhold, form og evt eksamensformer.
- At processen ikke er et quick fix, men sker i et forløb, hvor det er muligt at bidrage til løbende tilpasning.

According to you and the students, what was the impact of the teaching and learning activity on student learning/engagement?

- Styrket motivation.
- Styrket engagement, vi er en del af studiet, vi har noget at sige.
- Vi forsøger at være lige med de andre, bruger meget talesprog.

- Vi mærker positive forventninger, dog er der stadig en vis skepsis. Men det er for tidligt i forløbet at kunne konkludere, om der er et øget engagement.

How could your practice be inspirational/transferable to other teachers, students, institutions...?

- Klar og styret facilitering af planlægningsprocessen
- Let adgang til evaluering og korrektion
- Både relevant for studerende samt for instituttets ledelse
- Involvering af studerende
- Forskelligt læringspotentiale til forskellige typer af studerende
- Talerør for øvrige studerende

SC 2-3 Flipped learning and Peer Instructions inform students' learning in pharmacology and improves exam question scores

Authors

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Focus

Active teaching and learning, E-learning tools and students' learning

What did you intend the students to learn from this teaching and learning activity?

To facilitate students' acquisition of higher order thinking skills (cf. Blooms Digital Taxonomy, Churches, A. 2012), flipped learning and in-class peer instructions on concept tests was implemented in Pharmacology A for biomedical students, Physiology and Pharmacology for pharmacy students and Pharmacology B for biomedical students at University of Southern Denmark.

Which general features of the teaching and learning activity, would you share at TAL2018?

The approach is inspired by Mazur & Watkins (Just in Time Teaching Across the Disciplines 2009):

Clear learning goals are provided for the students to prepare for lectures. Understanding of key concepts is tested during lectures via anonymous polls using an online student response system. Students first vote (i.e. make up their own mind on an answer), discuss with their peers, and re-vote (if needed). The lecturer clarifies misconceptions and move learning on. Impact of the teaching strategy is assessed continuously (by poll results), at the end of the lectures (students' self-scoring of learning outcome), and finally by evaluation of exam question scores.

Challenges to be met will be discussed. First, concept tests require development of multiple choice questions testing students' understanding, rather than memory (Beatty, Gerace et al. 2006). Question examples are provided for inspiration. Second, the lecturer must allow time for the Peer Instructions and third, immediate follow up on students' responses including careful explanation of wrong as well as correct answers.

According to you and the students, what was the impact of the teaching and learning activity on student learning/engagement?

More than 90% of students in the three courses agreed that the teaching strategy informed their learning. For one course, the specific impact of peer instructions on students' (perception of) learning was evaluated. Two thirds (61%) indicate the "vote-discuss-re-vote" strategy, 35% the "discuss, then vote" strategy, and 4 % the "vote without discussion" option to be best. Finally, the fraction of students with more than 50% correct answers in essay questions in molecular pharmacology in the three courses increased significantly ($p = 0.0013$, two-tailed t-test).

How could your practice be inspirational/transferable to other teachers, students, institutions...?

The teaching strategy was implemented in a SDU context, however, can be implemented in a broad variety of courses at both academic and non-academic learning institutions. The use of anonymous online polls provides both students and lecturers with a good measure of learning progress on the topic in question. Yet, the concept tests, primarily multiple choice questions, must be carefully designed to challenge and test understanding, rather than memory.

SC 2-4 At udvikle sig selv og sin rolle gennem team-baseret interaktion i innovative læreprocesser

Author

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Focus

Innovation and entrepreneurship

What did you intend the students to learn from this teaching and learning activity?

Min intention var at give den enkelte studerende mulighed for at få tydeliggjort sine faglige og personlige kompetencer ved at sammensætte teams a 4-5 studerende med forskellige profiler i teams på baggrund af individuel kompetenceafklaring. Den individuelle kompetenceafklaring gav herefter de studerende i teamet et 'sprog' for deres roller og adfærd, som de så kunne anvende i forbindelse med deres opgaver i teamet, samt deres personlige udvikling.

Which general features of the teaching and learning activity, would you share at TAL2018?

At læring både er en faglig og personlig ting. Ved at skabe et rum i undervisningen for, at de studerende får sat fokus på deres forskellige former for forudsætninger for at indgå i en læreproces, oplever de at de udvikler sig på begge fronter. Argumentet kan tilmed være, at det personlige element virker som en løftestang for faglig udvikling, og at kompetencefokus er en metode blandt mange andre til at sætte fokus på dette.

According to you and the students, what was the impact of the teaching and learning activity on student learning/engagement?

Effekten har generelt været, at de studerendes læring er blevet øget, fordi opgaverne i teamarbejdet blev løst ud fra deres kompetencer. Dermed blev engagementet også forøget – deres kompetencer og deres processer var i centrum, og herefter blev teorier og værktøjer taget i brug.

Så relevans og mening, samt identifikation har bidraget til læring og engagement.

How could your practice be inspirational/transferable to other teachers, students, institutions...?

Min praksis er udviklet til teams i innovative processer, men kan udbredes til andre typer faglige forløb, idet personlige og faglige kompetencer kan indlemmes i mange typer forløb som forudsætningen for forløbets indhold. Man behøver ikke have teams og innovation som omdrejningspunkt.

SC 3-1 Make a Good Start - experiences from my annual brush up course in Mathematics before start of study

Author

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Focus

Active teaching and learning; Students' individual learning outcomes

What did you intend the students to learn from this teaching and learning activity?

This optional course lasts one week and is held in August.

The purpose of the course is to brush up the mathematics skills of coming engineering students at SDU Sønderborg with focus on important concepts from prior teaching and "traditional" problem solving using pen and paper only.

It is also a goal that the many hours of individual work in the course followed by recapitulation in groups will enhance students' persistence when it comes to student life. Hopefully they get to understand that the use of laptops in classes and during lectures is not always a good method for optimizing one's output (Mueller and Oppenheimer, 2014).

Another goal is to let students experience mathematics taught in English (the teaching language as of semester 1 at SDU Sønderborg) and get preliminary experience in discussing mathematical issues in English.

Furthermore, the intention is that students get to know some of their fellow students before starting their study programme; hopefully easing their student life.

The overall purpose of the course is to help students see through the first months of their study programme, thus trying to prevent dropout of students having the skills and knowledge to become engineers but who do not, for some academic or social reason, get a good start just by commencing on 1 September. According to Tinto's dropout model as well as common experience among many university teachers, both of these aspects should be taken into account when it comes to student retention.

The instructional strategy was very simple: variation, many small tasks instead of few big ones, a good atmosphere - and no homework.

Which general features of the teaching and learning activity, would you share at TAL2018?

I would like to present the setup as well as and my thoughts and experiences in relation to the course. In addition to this, I am going to present data from the evaluation of the course.

According to you and the students, what was the impact of the teaching and learning activity on student learning/engagement?

According to the evaluation, the goals mentioned above were achieved. As the course didn't include any tests, I can only rely on my observations in class and on the evaluations of the course made by the participants, but on this basis my conclusion is likewise.

How could your practice be inspirational/transferable to other teachers, students, institutions...?

The lack of remembrance of the mathematics taught in the Upper Secondary School might also be an issue in other programmes within or outside the University of Southern Denmark.

In according to this my presentation will include ideas in relation to how teachers can make students work with the more "boring" topics that many courses also consist of.

SC 3-2 And the Oscar goes to Student produced videos with hidden learning outcomes

Author

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Focus

Active teaching and learning, Students' shared learning outcome, E-learning tools and students learning, Innovation and entrepreneurship

What did you intend the students to learn from this teaching and learning activity?

In a course in experimental nutrition physiology each group of students as a part of their portfolio had to produce a short video of the practical work during the course. They were told that the learning outcome was to produce a visual product that they could revisit later for knowledge consolidation. They had a few mandatory areas to cover, like the group work process, the creative process and the work in laboratory, but the genre and when to make it was free. In reality the visual product was not the learning outcome for this activity. The real learning outcomes were hidden and as such the videos served as a learning tool and not as product in the portfolio.

Which general features of the teaching and learning activity, would you share at TAL2018?

Using video as a learning tool has been widely used as a way for teachers to convey a message or explain a specific topic to the students. Either as a part of a flipped classroom course or as reference material. But why not flip that part as well and let the students produce videos as a collaborate activity in groups? And why not use the activity to work with learning outcomes on areas the students are not even aware of being pivotal for their ability to learn and cope with both their education and their career. At the conference, the experiences with working with hidden agendas in a collaborative and digital activity will be presented.

According to you and the students, what was the impact of the teaching and learning activity on student learning/engagement?

Confusion and frustration is part of the learning process. This way of working is a central theme on this course. Thus, obstacles and errors are frequent on this course causing much frustrations amongst the students. The students are encouraged to embrace the frustrations and work collaboratively in the group to deal with them. The video activity was such an obstacle, but both from the course evaluation and the produced videos it was evident, that the activity fulfilled the hidden learning outcomes.

How could your practice be inspirational/transferable to other teachers, students, institutions...?

Working creatively with different kinds of activities (not only videos) in different settings can improve the learning process for the students both in terms of a specific topic but also in terms of other competencies. These competences can be used on other courses and in bachelor/master theses. But competencies such as project management, coping strategies, and creative thinking are general in character and important for the students in many areas.

SC 3-3 Health Tech Innovator – An interdisciplinary and collaborative approach to teaching innovation and entrepreneurship: A case study of the Health Tech Innovator program

Authors

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Focus

Students' shared learning outcome, Innovation and entrepreneurship

What did you intend the students to learn from this teaching and learning activity?

The aims are to

- Teach students the entrepreneurial and innovative process
- Let students experience interdisciplinary work
- Create new start-ups within the health/welfare tech area

Which general features of the teaching and learning activity, would you share at TAL2018?

We will give a broad introduction to the Health Tech Innovator program focusing on how interdisciplinary collaboration between the students construct a shared understanding of a problem within healthcare, and not at least how the students through the interdisciplinary collaborative approach find a solution to the problem, while they learn the entrepreneurial and innovative process.

We will highlight how we work with the students throughout the semester and discuss our experiences with the concept of collaborative learning.

Health Tech Innovator is run as an extra curriculum program, where the students from the Faculty of Health and Faculty of Engineering work together throughout the spring semester. It is a course that aims at teaching the students the entrepreneurial and innovative process, and the students shall through interdisciplinary collaboration learn to be innovative as they have to learn how to design and develop new technologies that solve health challenges. The students have formal lectures, they work in creative workshops and they collaborate in teams that involve both students from TEK and Health. As part of the program there is a strong focus on the social aspect of collaboration and the students are encouraged to compile collaborative agreements, fulfill a Belbin profile to be aware of their profiles and there is arranged a 'cook together event' for the students.

According to you and the students, what was the impact of the teaching and learning activity on student learning/engagement?

According to our students and our own experiences the impact of the collaborative approach is valuable for the students' learning and engagement and it makes them aware of their own contribution as well as the importance of learning from other disciplines. The 'hands on process' where they learn innovation and entrepreneurship through working with real problem contributes to the learning outcome.

How could your practice be inspirational/transferable to other teachers, students, institutions...?

Our practice can be of inspiration to others to let them see how a program can be a mixture of formal lectures to more social events and how it enhances collaborative learning.

SC 3-4 Reflections on collaborative learning using the Model for Movement Innovation Learning

Author

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Focus

Innovation and entrepreneurship

What did you intend the students to learn from this teaching and learning activity?

Sedentary lifestyle is enhanced by children and adults' engagement with digital artifacts and thereby has a tremendous impact on people's health. On the other side as fitness trackers promote the quantifiable self and exergaming and interactive playful installations find their way into the public domain, the design for movement comes into focus. New trends like Pokémon GO, are also attempting to promote an active lifestyle as opposed to inactivity.

Design for movement is therefore entering the scene to promote behavioral change and health. The cross disciplinary character of sports science underlines a need for students to understand that movement design incorporates many aspects: technology, gamification, motivation, and understanding of movement and health. To support this, a movement innovation program was needed at our sports science and health education and how should the pedagogical setting and environment be? We formed a model focusing on a creative collaborative learning environment and reflects on opportunities of such an approach.

We therefore ask: Which collaborative learning approach and educational factors does a learning model need to provide, in order to establish the best foundation for learning innovation and the design of movement solutions within sport and health education?

Which general features of the teaching and learning activity, would you share at TAL2018?

This paper suggests a model that covers three approaches; design 'for', 'with' and 'of' movement. From an innovation perspective, it is essential to sense needs and identify future opportunities. This includes understanding technologies and the lives of potential users. Being able to transform core knowledge and insights into innovative practice requires abilities best formed in a creative learning environment that also contains a production space, where physical prototypes creates realizations and insights. Learning is optimally done in project-based setups, and close contact with co-learners and mentors plays a central role in social-emotional learning.

According to you and the students, what was the impact of the teaching and learning activity on student learning/engagement?

The model consisting of four levels in interplay. Level one is the foundation of learning and also the goal of character qualities development. The second level consists of four arenas in interplay: 1) the content to be learned. 2) the environment in which learning take place. 3) the community in which learning is situated. 4) the focus of sensing trends, and future opportunities. The third level embrace the learning process in which empowering the learner is of importance and the fourth level frames the purposefulness of innovations.

How could your practice be inspirational/transferable to other teachers, students, institutions...?

The Model of 'Movement Innovation Learning' (MMIL) is founded on the acquisition of skills alongside the development of personal character qualities which is best practiced in a learning environment that has the needed security and at the same time empower the learner. This aims at supporting innovation-learning based on both a purposefulness in an instrumental learning approach and also as a 'bildung' aspect of learning.

Poster 4-1 Game Elements in Hospital Clinical Practice: Teaching and Active Learning at the University Hospital of Copenhagen

Authors

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Focus

Active teaching and learning, Students' shared learning outcome, Students' individual learning outcomes

What did you intend the students to learn from this teaching and learning activity?

The intent of this project was to have students use game elements as a didactic tool to learn content and to reflect on their learning processes. The aim was furthermore to encourage students to use higher order thinking (analysis, synthesis and reflection) relevant for their clinical practice.

Which general features of the teaching and learning activity, would you share at TAL2018?

The Education in Biomedical Laboratory Sciences involves clinical practice where skill acquisition and merging theory and practice are core elements.

As biomedical laboratory instructors from two clinical departments we will share about our "Spilledage" ("Days with games"), which were the active learning days we conducted with our students from summer 2014 to winter 2017.

Students used game elements to formulate questions, in a variety of game frameworks such as online quizzes/board games.

The assignments were given to students to work on individually or sometimes collaboratively in small groups.

The intention was for the students to share and produce knowledge through peer-to-peer feedback.

The role of the instructor was to scaffold the learning process as a facilitator of knowledge and to provide a framework for the game setting.

According to you and the students, what was the impact of the teaching and learning activity on student learning/engagement?

Focus group interviews with both students and instructors show that tangible learning goals, motivation, feedback (peer and instructor feedback), and social interaction are paramount factors in creating an efficient learning environment.

Playing the games, made them reflect on specific subject material and seemed to motivate the students to increase their knowledge through collaborative learning and active participation. According to interview data, students stated they wanted to learn more as a result of playing. An instructor reported the students approached her about doing more game-based learning activities.

How could your practice be inspirational/transferable to other teachers, students, institutions...?

Our study demonstrates how the use of games can be applied in both clinical practice and academic

settings to promote students' interest in a subject and encourage their participation. Games are motivational, socially interactive, provide immediate feedback, and have clearly defined goals.

The use of games can directly be transferred to any subject, course, or institution.

In a game setting the role of the instructor becomes more complex; we are not only instructors but also facilitators that help students reflect on their learning processes.

SC 4-1 Collaborative co-constructed narration in educational live action roleplaying games

Authors

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Focus

Students' shared learning outcome

What did you intend the students to learn from this teaching and learning activity?

EduLarp (or educational roleplaying game) is a tool which has been developed to foster student motivation and engagement in active learning. "Tales from the first Americans" is an educational live action roleplaying games inviting students to research historical figures of European expansion and colonization and build collective narratives by playing as these characters. While the activity focused on the surface level on the historical content and the bibliographical research, the learning content was actually centered around soft skills development: group work, leadership, collaborative work, oral communication.

Which general features of the teaching and learning activity, would you share at TAL2018?

Educational larp is a great tool that exemplifies application of the self-determination theory (SDT) and self-determined forms of motivation in education (according to Deci & Ryan's SDT and Vallerand's motivation scale). This activity allows us to focus on the impact of collective development of narration as a tool to engage students in learning activities. We will show simple and direct tools and workshops to get students to create characters and develop a co-created narration. We will present how game theory notions can explain the efficiency of educational games in developing soft skills such as collaborative work and communication skills.

According to you and the students, what was the impact of the teaching and learning activity on student learning/engagement?

The roleplaying component of the activity was a useful tool for collaborative learning, as students needed to develop a cohesive narrative as a group, while retaining full narrative control of their own character. Therefore, their production and interactions needed to be collective and negotiated at all times. While the students were not asked to provide self-reflection on the activity, according to quantitative data taken from 70 students taking part in the activity, the activity allowed for an improvement in intrinsic motivation, especially intrinsic motivation connected to stimulation and sense of accomplishment. A survey also measured a positive evaluation by students in terms of communication skills and general enjoyment in the activity. From a teacher's perspective, the use of roleplaying game is a useful tool to get several groups of students active at the same time, and provide a narrative frame that will support their engagement in the learning process.

How could your practice be inspirational/transferable to other teachers, students, institutions...?

The educational larp is accessible for download online (through my webpage <https://malgayres.wixsite.com/algade/game-design>) and can be easily used as a template for similar activities by changing the context of the activity and getting the students to enter other roles.

SC 4-2 An online tool for blended learning in public health ethics

Authors

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Focus

E-learning tools and students' learning

What did you intend the students to learn from this teaching and learning activity?

Recent global developments and the complexity of decision making in Public Health (PH) call for inclusion in the education of PH professionals not only of ethics knowledge, but also of moral competencies, such as moral sensitivity, moral judgment, moral analysis, moral reasoning and moral decision-making skills. On this basis, this online tool was developed in order to complement the face-to-face teaching of the PH ethics course, part of SDU's Master of Science in PH (MScPH) curriculum. The short duration of the course – four teaching days over a 4-week period – does not allow for in depth understanding of the ethical theories and concepts presented let alone their practical application in the field of PH.

Therefore, this tool was developed to supplement the content and pedagogical methods used in the classroom with the ultimate goal of enabling the diverse group of MScPH students who attend the course to enhance their understanding of PH ethics and sharpen their moral competencies, while promoting at the same time independent and individualized learning.

Which general features of the teaching and learning activity, would you share at TAL2018?

The underlying rationale for the development of the tool, its structure and content, including the interactive knowledge quizzes and the case-based exercises that largely compose the tool, as well as the way it is integrated into the on-site teaching will be presented. The experience gained and lessons learned through developing and implementing the tool will also be shared.

According to you and the students, what was the impact of the teaching and learning activity on student learning/engagement?

Results of a pilot study of the tool based on students' feedback will be available in October 2018. The use of online tools in ethics education has previously shown to enhance students' engagement, to stimulate their curiosity for more information and to promote independent learning. Students were also found to be more open to other viewpoints, understand them more and argue better for their position. We also anticipate that this online self-study tool will deepen the MScPH students' understanding of the core ethical theories and concepts applicable to PH, and will enhance their skills to identify ethical problems in complex PH ethics cases and analyze them as well as to make decisions based on moral reflection and argue for them.

How could your practice be inspirational/transferable to other teachers, students, institutions...?

Ethics education is relevant to and necessary in all study fields. The ethics online tool could be used by other teachers after adjusting its content to their respective fields.

In addition to this, the presentation of this interactive tool can also inspire teachers who would like to adopt a blended learning approach in their teaching.

SC 4-3 Teaching Greek to busy Latinists – and others

Authors

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Focus

E-learning tools and students' learning

What did you intend the students to learn from this teaching and learning activity?

Latin students at Open University (and in general in Denmark) are required to take a basic course in Ancient Greek, but loaded schedules make this hard for them. A course was therefore planned so that they could acquire Greek in a quick and effective way, basing all explanations and drills on their prior knowledge of Latin. All the way through, a clear distinction between what could be paralleled (by reference to Latin) and what was new (and characteristic only of Greek) decided the pedagogical approach. The class only meet in person four times during the semester (four Saturday seminars), but a webpage with videos and interactive exercises made it possible to access pedagogical material at all hours of the day, and a general notion of flipped learning characterized the course (students would know storylines well before approaching the text in the original; questions would be exchanged via mail with teachers and other students to ensure rapid response; the students in the small group would soon know who could help them in specific areas).

Which general features of the teaching and learning activity, would you share at TAL2018?

We would like to share the idea and ways of constructing a course completely on the basis of students' knowledge of a comparable/ parallel field. Much of this should be applicable to other fields, where courses can be taught when finding the exact starting point within a group. Our homepage also shows how specific areas can be highlighted and made accessible for repeated consulting.

According to you and the students, what was the impact of the teaching and learning activity on student learning/engagement?

The impact was good. Our students all passed the final exams above average, and they expressed enthusiasm for Greek, even if they also acknowledged that their knowledge was specific (closely connected to a number of texts and to many parallels with Latin). It was our impression that the enthusiasm was a product of never finding oneself completely in a world of unknowns. The constant reference to something known, even in small things, gave confidence (even if at times also putting pressure on the solidity of their knowledge of Latin).

How could your practice be inspirational/transferable to other teachers, students, institutions...?

In any pedagogical field comparable to language training (i.e. in any teaching subject with clear progression), a clear mind about the common knowledge among students, and an insistence on distinguishing between known (or known in a comparable shape) and unknown can lead to new course programmes and to a focused training of the unknown. Such procedure can be of interest in language training but also in non-linguistic areas. Group dynamics – in small classes or in small groups constructed within a larger body of students – is an important element in this.

SC 5-1 Helping maths students learn from each other - ways forward with team-based learning

Author

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Focus

Active teaching and learning

What did you intend the students to learn from this teaching and learning activity?

I wanted the students to learn from each other as part of a team-based learning approach. In a classic team-based learning session (Parmelee, D. *et al*, *Medical Teacher*, **2012**, 34, e275-e287) the students individually take a quiz on the subject at hand and then proceed to discuss the quiz in small groups. Finally, the groups complete an assignment of broader scope. These elements were included in this study; however, a few changes were made. In a classic approach, students receive no guidance on the subject before the first quiz which is taken in one go. In this study the quiz was split into 3-4 parts and taken after a small lecture on the subject. I wanted the students to upgrade their math skill in general and the ability to communicate math in both words and symbolic language, in particular. In addition, I would also like them to gain perspective on the types of challenges that face them when they are educated as engineers.

Which general features of the teaching and learning activity, would you share at TAL2018?

I would like to share my set-up for the team-based learning sessions used in the course. I will give my take on the applicability of this method in teaching courses in STEM. I will also provide some conclusions on my own experiences to serve as inspiration to other teachers who would like to start similar sessions in their courses.

According to you and the students, what was the impact of the teaching and learning activity on student learning/engagement?

Clearly, the students were able to answer more questions as a team than in the equivalent individual test. Most students felt that team-based learning was a nice change-of-pace and student engagement was high in the beginning in particular. The feed-back from the students collected via an online questionnaire was very diverse - some loved it while others longed for the more traditional lectures. The latter saw this altered teaching form as wasteful; however, it was clear from the subsequent oral exam that all students obtained skills within presentation and mathematical argumentation that will serve them well in the future. In general, the students performed well at the exam although their grades were not significantly better than the previous cohort.

How could your practice be inspirational/transferable to other teachers, students, institutions...?

I hope that my experiences can provide other teachers with inspiration for incorporating team-based learning in their courses. It is by no means a finished product so I will not provide answers but I hope to stir interest and engage reflection on the optimal teaching practice in their particular courses.

SC 5-2 Blended learning: Using virtual reality to teach medical students point of care ultrasound

Authors

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Focus

Active teaching and learning, E-learning tools and students' learning

What did you intend the students to learn from this teaching and learning activity?

Point of care ultrasound (PoC-US) is a new addition to the master's degree curriculum for medical students at the University of Southern Denmark. Mastering PoC-US requires many hours of hands-on training, ideally supervised by experienced clinical personal. Our intention was to increase the amount and effectiveness of hands-on time during face-to-face sessions, by teaching the basic skills of PoC-US before hands-on training. This was done using a mobile virtual reality (VR) headset, which the students could borrow from the university and which had specific software installed. The VR teaching tool was developed by medical and engineering students in close cooperation with radiologists i.e. clinical experts and an e-learning consultant. The virtual preparation included practicing basic technical skills with the ultrasound machine, such as adjusting the image and performing a simple PoC-US. We expected this approach would allow face-to-face sessions to go directly to supervised hands-on training and focus on the more advanced parts of PoC-US.

Which general features of the teaching and learning activity, would you share at TAL2018?

- How the VR teaching tool was developed, implemented and used in conjunction with the traditional face-to-face sessions.
- The setup with preparation at home using the VR hardware, lended from the university.
- The didactic design of the software, including how gamification can be used with virtual education.
- A didactic design where a virtual learning tool is used together with traditional curricular activities both during preparations, face-to-face sessions and repetition.

According to you and the students, what was the impact of the teaching and learning activity on student learning/engagement?

So far, we have performed single-user tests, thus the feedback for now is limited. From august 2018 the tool will be used during voluntary courses for medical students. During these courses, data on the students' subjective effect of the tool will be gathered using questionnaires. Comparison of performance between students using the VR tool for preparation, and students using traditional material will be done using predefined checklists, filled out by the course instructors.

How could your practice be inspirational/transferable to other teachers, students, institutions...?

We consider that the specific course in PoC-US can be extrapolated to other practical skill learning scenarios in higher education thus serving as a case study on how skill training can be more efficient

using VR. We believe that using the right approach, this tool can be developed for many skills, i.e. courses and lectures both within and outside medical school.

SC 5-3 Journal Club – kollaborativ kritisk læsning af videnskabelige artikler

Author

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Focus

Active teaching and learning, Students' shared learning outcome, Students' individual learning outcomes

What did you intend the students to learn from this teaching and learning activity?

Overordnet set opnår de studerende efter endt uddannelse ved Bioanalytikeruddannelsen kompetence til at deltage i forsknings- og udviklingsarbejde.

Konkret opnås følgende mål for læringsudbytte, gennem fordybelse i videnskabelige artikler, på uddannelsens 6. semester:

- Den studerende kan vurdere og fortolke empiri, teori og forskningsmetoder
- Den studerende kan reflektere over udviklings- og forskningsbaseret viden

De studerende giver udtryk for, at det er en tidskrævende og kompleks proces at vurdere videnskabelige artiklers relevans og kvalitet.

Målet var derfor at rammesætte en læringsaktivitet, hvor studerende i fællesskab konstruerer strategier og udvikler færdigheder til at vurdere videnskabelige artikler.

Which general features of the teaching and learning activity, would you share at TAL2018?

Journal Club (JC) er et læringsrum for kollaborativ analyse og diskussion af peer-reviewed originale artikler med relevans for bioanalytikerprofessionens faglige og praksisnære problemstillinger, som afholdes parallelt med et praktikophold.

JC er en studenterstyret læringsaktivitet, hvor alle studerende, i en studiegruppe, på skift har en individuel rolle:

- Diskussionsleder
- Faglig oversætter
- Introduktionsansvarlig
- Metodeansvarlig
- Resultat- og diskussionsansvarlig
- Praksisansvarlig

Organiseringen er knyttet til IMRAD-strukturen (Introduction, Methods/Materials, Results And Discussion), således at hver studerende har ansvaret for at præsentere informationerne i de enkelte afsnit.

Diskussionslederens opgave er, at sikre at studiegruppen i fællesskab sammenholder studiets problemstilling og design med resultaternes tolkning og indflydelse på praksis med henblik på kritisk vurdering af artiklens relevans, troværdighed og anvendelighed.

Institutionens og praktikstedets underviser har en faciliterende rolle.

According to you and the students, what was the impact of the teaching and learning activity on student learning/engagement?

Kvalitative evalueringer gennemført for 8 studiegrupper viser, at de studerende sætter pris på at fordelingen af det faglige ansvar aktiverer alle studerende. De studerende giver udtryk for, at skiftende ansvar for de enkelt afsnit bidrager til fordybelse i IMRAD-strukturen og at studiegruppens diskussion fremmer evnen til at stille kritiske spørgsmål til videnskabelige artikler.

Som underviser oplever jeg, at de studerendes udveksling af viden og forhandling af synspunkter bidrager til at studiegruppen når et højere taksonomisk niveau.

How could your practice be inspirational/transferable to other teachers, students, institutions...?

Metoden til læsning og diskussion af videnskabelige artikler kan anvendes på tværs af uddannelsesniveauer og videnskabelige områder under forudsætning af at rollerne tilpasses den aktuelle uddannelses mål.

SC 5-4 Qualitative Learner Analytics: Actions Speak Louder Than Numbers

Author

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Focus

Active teaching and learning, Students' individual learning outcomes

What did you intend the students to learn from this teaching and learning activity?

This communication calls for an increased student and learning transfer-oriented approach in learning analytics. So far, the focus in learning analytics has been primarily on "*what*", i.e. quantitative measurements of the performance of **students**. This communication suggests an alternative and more learning transfer-centered approach, which focuses on "*how*", i.e. qualitative measurements of the actions of the student. In other words, actions speak louder than numbers.

The objective of this communication is to discuss how we can use qualitative learning analytics to give students more and better feedback. The teaching activity used as an example was a writing exercise, where the students were asked to write a LinkedIn-article. By means of that learning activity, I was able to observe how the learning transfer-oriented model on qualitative learner analytics developed worked, and I was able to discuss the advantages and disadvantages of using screen recordings, feedback rubrics, self-evaluations and feedback sessions. The learning transfer-oriented model is a multi-step model using rubrics, screen recordings, data analysis, rubric feedback and F2F feedback sessions. By using the learning transfer-oriented model, the students were supposed to learn more about writing sales-oriented materials and to get future-oriented tips and tricks.

Which general features of the teaching and learning activity, would you share at TAL2018?

This communication is based on a total of 75 screen recordings, 75 case texts, 75 self-assessments and 75 feedback sheets. The presentation will include a demonstration of the process used and will discuss the advantages and disadvantages of using screen recordings and feedback sheets in HEI teaching. During the presentation I will be presenting my model and some selected screen recordings from the studies made. I would very much welcome reflections and comments on the model developed.

According to you and the students, what was the impact of the teaching and learning activity on student learning/engagement?

The students were quite satisfied with the approach used, because it was based on a comprehensive analysis of their work and on real data in the form of actual screen recordings, assessments on the basis of rubrics and personal F2F feedback. It is very beneficial to implement screen recordings in HEI teaching, because it improves the feedback quality to the students and because it makes the feedback situation-dependent and with a clear focus on "what and how". Furthermore, it is argued, and also supported by student feedback, that this method improves the teacher-student relationship and significantly enhances teacher presence. By using screen recording the feedback can be more nuanced and also focus on how the student uses relevant models, tools, IT and how the student works in practice, i.e. "how". The students highly appreciated the fact that they were offered structured and objective feedback based on rubric criteria and descriptions based on objective data in the form of video recordings. Some of the statements from the students will be presented during the presentation.

How could your practice be inspirational/transferable to other teachers, students, institutions...?

The model and process developed can easily be transferred to other teachers, subjects and institutions. A three-phase approach is suggested in the communication. This method has a clear learning transfer-centered approach and suggests that students are subjected to a case-based test in the initial, medial and final phases of a semester. The model and the process include practical recommendations on technology, rubric and feedback sheet.

SC 6-1 Compulsory courses: How to make students take the hard pill

Authors

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Focus

Active teaching and learning, Students' shared learning outcome, Students' individual learning outcomes, Innovation and entrepreneurship

What did you intend the students to learn from this teaching and learning activity?

Experts in Team Innovation (EiT) is a compulsory course for all SDU/Odense engineering students in the fifth semester. Students form interdisciplinary groups and produce an innovation either in a company setting or as entrepreneurs forming a start-up. The learning objectives accommodate the students' experience-based learning from the two concurrent processes: the collaboration process and the innovation process. We want our students to understand why they arrived at a particular innovation; to "see behind" the dynamics of the two processes. Put differently: focus is not on the students producing "great innovation" but on realising and explicating their learning from the processes.

Which general features of the teaching and learning activity, would you share at TAL2018?

Our presentation will focus on the learning and motivation incentives we have integrated into EiT and their effectiveness: student teams address "wicked problems" (Camillus, 2008) from real-world companies, they practise contextualised presentations and pitching, they develop their reflective practice through facilitated rather than taught sessions (Sortland, 2016), and finally course assessment includes both group and individual assessment (Slavin, 2014).

According to you and the students, what was the impact of the teaching and learning activity on student learning/engagement?

Overall, it seems most students now see the value of or at least understand the motivations behind EiT. Students used to interdisciplinary work, e.g. from the programmes Product Development and Innovation and Integrated Design, accept EiT more quickly than students from traditional engineering programmes but remain challenged by the strong focus on learning processes. Some students from the B.Sc. programmes argue that EiT should be placed on a later semester, i.e. in their M.Sc. programmes. Finally, students express a high degree of learning through the various presentations in the course. The 2018 iteration of EiT takes the above into consideration.

How could your practice be inspirational/transferable to other teachers, students, institutions...?

EiT is a compulsory course that teaches soft competences relevant for addressing wicked problems which they will meet in their professional roles. Our EiT-practice is particularly relevant for teachers of similarly challenging courses. EiT is still very much work-in-progress, and we welcome shared experiences so that we too can become better at alleviating the "hard-pill" syndrome.

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SC 6-2 Towards active learning: the implementation of a small, private, online course (SPOC) for physiotherapy students in Hong Kong and Australia

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Focus

Active teaching and learning, Design of blended learning, Flipped learning

What did you intend the students to learn from this teaching and learning activity?

We created an online course to facilitate active learning and global perspectives in exercise instruction for physiotherapy students in Hong Kong and Australia. The course was a small, private online course called *“Fit with E-TIP: Exercise Theory, Instruction and Prescription”*, a collaboration between the Hong Kong Polytechnic University and the University of Sydney. The SPOC consisted of three modules: (1) Exercise and health, (2) Principles of exercise prescription, and (3) Instruction and feedback for exercise.

Which general features of the teaching and learning activity, would you share at TAL2018?

Module 1 provides students with the theoretical background and they must participate in online quizzes which provide automated feedback with either the correct or “model answers”. All tasks in this module are on an individual basis.

In Module 2, students may work individually or collaborate with a student from the same or different university in diagnosis and exercise prescription case studies, where students upload an exercise instruction video and receive feedback from either their peers or the course instructors. A key feature for this course includes context-specific tasks, such as adding a Cantonese aspect for learners in Hong Kong or Cantonese speakers in Australia.

Module 3 addresses that communication barriers exist when either the patient or physiotherapist are from different cultures, emphasizing the need to develop communication skills in health profession education. Students in the online course must analyse videos that show different aspects of communication in Western and Hong Kong physiotherapy settings.

According to you and the students, what was the impact of the teaching and learning activity on student learning/engagement?

A pilot test was given to a cohort of students in two physiotherapy programs, where they completed Module 1 of the course. Student feedback was generally positive regarding the flow of the course and the short duration of lecture videos. The students are currently doing Module 2, where they will collaborate with peers within and outside of their universities. We expect to present these findings during the conference.

How could your practice be inspirational/transferable to other teachers, students, institutions...?

Exercise prescription and communication skills are needed in the workplace. This online course allows

students to develop these skills. We found that a coordinator between the professors of different universities makes this partnership feasible. Professors from both universities agreed that communication between each other from is necessary to achieve common goals. A consideration for different cultures and ethnic backgrounds may allow the course to be modified and adapted.

SC 6-3 Co-creation workshops for collaborative ICT-based tools for occupational therapy

Authors

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Focus

Active teaching and learning, Students' shared learning outcome, Intercultural collaborative or cooperative learning, Innovation and entrepreneurship

What did you intend the students to learn from this teaching and learning activity?

We included 2 x 4 students in 2 co-creation workshops. We intended to show the students how one works in practice with participatory design across stakeholders as different as commercial companies, publishers of online learning tools, stakeholder unions, school representatives and professional innovation consultants. Especially for the students in the master program it was meant to exemplify the kind of interdisciplinary projects and work, the students will work with after their education.

Also, we meant to further the student's reflections on their study, the interaction of theory and practice, the core elements in their learning processes, among other things. In order to support a natural work flow during the workshop, we conducted ethnographic observation and we recorded the participants, so that we could go back to our material later and conduct an in depth qualitative ethnographic analysis. A voting session was also held, which was conducted as a interactive and playful survey., where participants had to place heart shaped stickers on their favorite concepts. Moreover, the artefacts and sketches produced during the workshop provide concrete insights on the needs of the participants, teachers and students and companies.

Which general features of the teaching and learning activity, would you share at TAL2018?

- 1) How to teach with the inclusion of interactive and collaborative tools based on the user scenarios from the workshops, both in the current case from occupational therapy and in other similar educations with focus on interaction between theory and practice in the health sector.
- 2) The processes, programs and results from the 2 co-creation workshops

According to you and the students, what was the impact of the teaching and learning activity on student learning/engagement?

- 1) Both teachers and students were very keen on the uniqueness of the processes and the novelty in working in this way; they liked the interdisciplinary discussions and perspectives on their learning processes and it proved to further their own reflections on how they learn
- 2) They were very engaged and had impact on the requirement specification for the prototype of the collaborative e-learning tool
- 3) The resulting proposed prototype of a tool for collaborative learning processes in occupational therapy is based on the learning strategies and learning challenges experienced by the student's participation from both master level and bachelor level.

We propose to A) apply for funding from SDU's e-learning fund to involve more students and teachers and companies in implementing parts of the prototype with regard to the

requirements specification, B) apply for funding for developing the actual digital collaborative learning tool for occupational theory together with relevant commercial partners with the intent to make a generic platform that can be customized to other health educations with focus on the interaction between theory and practice.

How could your practice be inspirational/transferable to other teachers, students, institutions...?

The inspiration stems from working in co-creational workshop sessions together with 'real life partners' to solve authentic challenges important to the students. This work form can be copied to other content and study-cases than making a collaborative teaching tool. The results and methods applied in this study can naturally apply to other healthcare educations, which share core issues discussed in our workshops, such as dialogue and care relationship with patients. On a more general level, we can see good possibilities for other educations, to engage to the design of a new tool that could enable in depth reflections on their skilled practice.

SC 6-4 Designing an intercultural learning course for seafarer students

Author

Ulrike Niemann, Assistant Professor, SIMAC - Svendborg International Maritime Academy

Focus

Active teaching and learning, Students' shared learning outcome, E-learning tools and students' learning, Intercultural collaborative or cooperative learning

What did you intend the students to learn from this teaching and learning activity?

I designed an intercultural learning course for seafarer students in order to achieve *students' sensitization towards intercultural awareness and to acquire intercultural understanding*.

This includes following overall learning outcomes:

- The knowledge to be better equipped to navigate cultural differences by insights and skills for a lifetime.
- The skill to recognise judgment, to identify (un)conscious bias and to withhold judgement and instead seeking to understand the "cultural self" and "cultural other" and its differences.
- The competence and ability to act effectively and appropriately in a variety of cultural settings (= the intercultural competence).

Which general features of the teaching and learning activity, would you share at TAL2018?

1. The structure of the course which provides one example of how to conduct both collaborative teaching approaches (circle teaching) and collaborative learning activities in practice:
The class is guided through three development stages within the course: **preparation**, **lived experience**, and **post-processing**

The **preparation** stage is carried out in workshops, which provide an interactive learning space. Students learn collaboratively and facilitates the students towards reaching learning goals by concrete experience but otherwise by applying abstract conceptualization and case study and simulations.

The **lived experience** stage (on board a ship) is partially guided by student log book tasks and hence, an e-learning activity. Here, the task of the student is to conduct a cultural interview with a crew member of a different culture based on an a given interview scheme. Yet, prior to the interview, the student shall note down stereotypes and generalization of the to-be-interviewed crew member's nationality. Then student shall reflect on the interview in the form of writing an "intercultural competence report" which includes guiding reflective questions Afterwards, the peer commenting on the interviews and reports is done in written form, yet on a voluntary basis. I, as a teacher, read along and need to intervene in case of, i.e. comments in the direction of drastic stereotyping, racism, harassment, etc. which fortunately has not been the case yet.

The **post-processing** stage is again carried out as workshops. Here, the log book tasks will form the base of debriefing the student's concrete experiences and reflecting on the observations made during the lived experience. Students learn with and from one another within the exercises. The teacher acts in this case as a facilitator – facilitating the students towards reaching learning goals

2. The experiences gained so far:

These include students' feedback, benefits and difficulties of collaborative learning in practice, and reflections on e-learning (see also further below).

According to you and the students, what was the impact of the teaching and learning activity on student learning/engagement?

According to me, these three components played a major role: circle-sitting (face to face) teaching vs traditional row-sitting (face to back) teaching, peer sharing/growing/learning, shared and individual learning outcomes going hand-in-hand.

These encouraged the major benefit of teaching and learning collaboratively in this practice: Discussing, sharing, interpreting, exemplifying, analysing, and reflecting with and through (the help) of others, who are going/have been going through a similar experience, increases the learning outcome of the individual and broadens its (otherwise limited to his/her life) learning horizon.

The major challenge lies in the group, its size and the evolving group dynamic depending on the individual input/characters/experiences, Here, the teacher in its role is pedagogically challenged in terms of attention, diplomatic handling and sensibility.

According to the students, the course is liked overall because of its face to face teaching setting, the insights granted by/from others, its relevance for the future, and the dialogues and discussions. A few though have already reached the intercultural learning outcomes prior to the course, which makes their experience less impactful.

How could your practice be inspirational/transferable to other teachers, students, institutions...?

I wish that my outline could be inspirational for teachers wanting to

- change their own role and perspective of teaching from traditional uni-directional teaching to inclusive collaborative teaching, for instance, into face to face sessions for engaged dialogues, increased student integration and peer learning,
- conduct one-off classes and thereby including collaborative learning into their activities,
- structure a short course where collaborative learning plays an important role towards reaching learning outcomes.

Any transfer to new context is surely possible, however, requires well thought through structuring of the teaching and the placement (time and facilities) of this practice.

I believe that sharing insights can be incredibly helpful for further inspiration and stimulation. My experiences are not only for me, yet actually also for others – whatever they may get out of that.

god indsigt i
hvordan man
selv opfatter
kulturer, og måske
andre måske opfatter
en.

I really liked
the "Apples" experiment

det var rigtig
spændende!
det var meget
relevant.

I liked that the
whole course was in
English, and English on
a good level.

Super nice initiative
føler at det er
super relevant
i forhold til at
vi skal ud og
Bo med andre
kulturer

Neat workshop, but
I would've preferred
~~the~~ it was extended the
first day, to a whole
day, since it is very
relevant for us joining
the maritime family
and also as human beings

I think it was
really good.
you sell the
case / Idea
very good. I was
not bored at all

Nice with the
icebergs and apples
for a creative
change :-)



Good course
Reminds you that
we have to be
Openminded when
we board the ship, and
given us tools to
understand others.

God-damn
professional!

😊

I liked the ~~apple~~ apple
exercise

I learned that
culture is much
wider than you
think

Good general food
for thought?

- And perfect time,
to do it, just before
departure.
- Keep it up 😊

It is nice that
it feels like a
Conversation.

I liked:
The topic The
activities
The teacher

I liked
students talked so
much

No concrete info about
school culture

Like:

- good at managing appropriate
amount of time for the exciting
dialogues/discussions.
- Apple exercise = GREAT

Improve:

- Less time for introduction.

Good course
Reminds you that
we have to be
Openminded when
we board the ship, and
given us tools to
understand others.

God-damn
professional!

😊

I liked the apple
exercise

I learned that
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Good general food
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- And perfect time,
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- Keep it up 😊

It is nice that
It feels like a
Conversation.

I liked
The topic The
The teacher activities

I liked
students talked so
much

No concrete info about
other countries

Like:

- good at managing appropriate
amount of time for the exchange/
dialogues/discussions.
- apple exercise = GREAT

Improve:

- Less time for introduction.

Det har været
meget interessant!
God underviser
der holder fokus

To much student
talk. Hearing
students comments
on obvious things.

Not to be rude but i
dont ~~think~~ think i got
so much out of it
because the sum
of it is that we are
all equal and that
is common sense

SC 7-1 Food for Thought: Practice-based research apprenticeships as a vehicle for collaborative learning

Author

Danielle Wilde, Associate Professor, University of Southern Denmark, Department of Design and Communication

Focus

Active teaching and learning, Students' shared learning outcome

What did you intend the students to learn from this teaching and learning activity?

In semester two of the IT Product Design MSc program at SDU, first-year students undertake research apprenticeships with professors, to learn research by doing research. This program, worth 5 ECTS, contributes in significant ways to the students' professional development. In this presentation, I reflect on three consecutive research apprenticeships—in 2016, 2017 and 2018—enacted within the Biohack*Kolding research platform. The pedagogical intention was to teach the students about participatory research through design, by having them enact it.

Which general features of the teaching and learning activity, would you share at TAL2018?

The general features of the teaching and learning activity common to this pedagogical research project included: understanding what constitutes research through design (RtD), designing an RtD project, 'infrastructuring' the research, recruiting participants, finding and interpreting online instructions for previously unknown making activities, conducting participatory experiments, demonstrating new methods to experienced [scientists, biohackers, artists, design researchers and educators], designing and enacting public participatory events, analysing emerging findings and adjusting the research plan accordingly, writing up the research and situating the findings in the context of relevant research literature. While this program was demanding, it was navigated and negotiated through peer collaboration. At TAL I will discuss the strategies the student groups used to support each other through this process.

According to you and the students, what was the impact of the teaching and learning activity on student learning/engagement?

The students demonstrated confidence approaching challenging research tasks and had research papers accepted at for publication before completing their masters. This educational outcome is significant, in particular, because the submissions were the students' initiative. Further, since graduating last year, all students in the 2016 group have begun funded PhDs in world-class doctoral programs, citing this experience as fundamental to their decision to pursue research.

How could your practice be inspirational/transferable to other teachers, students, institutions...?

My method flattens hierarchies between research professionals and novices. It allows students to collectively negotiate at what level they will work, and manage how they enact the research. As a result, the students often go above and beyond what I might have expected them to do if I were to set the agenda at what I imagined was their level. This way of enacting pedagogy ensures that students' prior expertise is recognized and valued, and their opportunity to learn is responsive to their personal learning preferences.

SC 7-2 Bringing experience to the classroom

Author

Torben Worm, Associate Professor, University of Southern Denmark, Maersk Mc-Kinney Moeller Institute – Software Engineering

Focus

Active teaching and learning, Students' shared learning outcome, E-learning tools and students' learning

What did you intend the students to learn from this teaching and learning activity?

Teaching project management is often teaching the *tools* for project management, e.g. scoping, planning, estimation, etc. (Larson and Gray 2018) This is a necessary prerequisite for understanding project management but not sufficient to convey many of the organizational and people-oriented challenges in real life. The intention is to teach the theoretical subjects, and to bring experience into the classroom. **First** the students' own experiences are included in the discussion by using their previous project experiences, and their bachelor project (which they write in parallel with the course) through group-based assignments discussed in class. **Second** a computer-based simulation is conducted in class. The simulation extends the project management tools by applying the dynamic properties of the tools in different contexts. The simulation is discussed in class and provides the backdrop to discuss real-life cases. **Third** external experiences are brought into the discussion by providing cases from real-life companies. We use two types: pre-written cases, e.g. (Gino and Pisano 2006), and cases written for the course, e.g. (Worm and Larsen 2018). Cases are prepared in groups and discussed in a participatory class discussion (Ellet 2007). The tools and the simulation provide the students the necessary theoretical background to understand the cases and engage in discussions in the group, and in class.

Which general features of the teaching and learning activity, would you share at TAL2018?

The methods used for bringing real-life reflections and experiences, and the effects of project dynamics, into the classroom by extending the traditional theory with simulations and cases. The activities and sequencing provide a learning experience that is relevant and related to the students now (through the bachelor project) and in the future (through the simulation and cases). The activities include flipped classroom for the tool part, and simulation, cases and facilitated discussion for the experience part. In short: Theory, Simulation, Real-life.

According to you and the students, what was the impact of the teaching and learning activity on student learning/engagement?

More active participation in class through extensive use of discussion. The simulation stimulated competition which in turn stimulated discussion on the simulation parameters' relations. Real-life cases made the teaching relevant and a guest lecture (a project manager from a software company) provided important insights into the people aspects of project management. The number of students attending the class was increasing during the semester.

How could your practice be inspirational/transferable to other teachers, students, institutions...?

The cases developed for this course can be used across courses and institutions and has been one of the goals of the course development. We are currently working on creating cases that focus on different problems applicable to several software engineering courses. Using the teaching material (videos are in the making) across courses and faculties which will eventually also provide the necessary basis for offering the course as distance learning.

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- Worm, Torben, and Magnus Wædele Larsen. 2018. "Wizdom Intranet: Managing Development and People." Odense.

SC 7-3 Have iPads, Will Travel Cross Culturally: Children in Denmark and the USA Use iPads to Learn about Each Other

Author

Isaac Willis Larison, Associate Professor, Marshall University, College of Education and Professional Development/Literacy Education Program

Focus

Students' individual learning outcomes, E-learning tools and students learning, Intercultural collaborative or cooperative learning

What did you intend the students to learn from this teaching and learning activity?

This project is based on the theoretical ideas presented by Reutzel and Cooter (2015) regarding the development of literacy skills and story writing. Danish and American students were engaged in a multimodal literacy activity as defined by Jewitt and Kress (2003). They demonstrated a number of multimodal literacy skills as they learned how to use the iPad app, 30 Hands. Each child produced a 30 Hands presentation after listening to the book, *Momma, Where Are You From?* written by Marie Bradby and illustrated by Chris Soentpiet. These iPad presentations were shared between the two school groups.

Which general features of the teaching and learning activity, would you share at TAL2018?

Lone Bodekær and Isaac Willis Larison will demonstrate the free iPad app 30 Hands and share an excerpt from the book, *Momma, Where Are You From?* before showing how they scaffolded this multimodal learning activity for the children. Finally, student examples from Denmark and the USA will be shared with participants.

According to you and the students, what was the impact of the teaching and learning activity on student learning/engagement?

Participants will find (as we did) the iPad app, 30 Hands is easy to use and requires students to engage actively in a multimodal, literacy learning process. The students in this study used multimodal language/literacy skills. Multimodality according to Jewitt and Kress (2003) – is a theoretical stance that looks at the various ways a person expresses ideas and communicates with others. The children engaged in speaking, listening, reading, writing, viewing, and visual representation to complete this project. A basic version of the 30 Hands app is free and easy to add to an iPad. However, in order for a school to do class projects with various grade levels in a school, the upgraded version will be necessary. It is helpful if each student has an individual iPad to work on, but it is also possible for students to share iPads. Some students in the study brought their own iPads from home and experimented with the app outside of school. Teachers and students will find the learning process is collaborative and engaging. Once students are shown the basic functions of the app, they will be able to share how various functions in the app work with their classmates. Students can, and will, learn/experiment with language and image making and will be able to incorporate the use of text, audio, and visual elements to produce a unique project to share with others. The 30 Hands app can be used with students of all ages, grade levels, and in all content areas. Students can produce unique expository or narrative works using this app.

How could your practice be inspirational/transferable to other teachers, students, institutions...?

Anyone can learn to use this iPad app. It is free and can be used individually by students or collaboratively in groups. It can be used to do narrative story writing kinds of activities or students could work together in groups to complete more complex expository writing tasks. August and Shanahan (2006) and Reutzel and Cooter (2011) assert that often children learn through a process of working and reworking ideas information using different perspectives. The processes of reading and writing provide those opportunities

for them. Therefore, using the 30 Hands app is a valuable tool for teachers and students to know about and use. Teaching students to use 30 Hands is an easy way to have students engage in an active multimodal learning process and use higher order thinking to demonstrate ideas.

References:

August, D., & Shanahan, T. (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on language-minority children and youth*. Mahwah, NJ: Lawrence Erlbaum Associates.

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Reutzel, Ray D. & Cooter, Robert B. (2011). *Teaching Children to Read: The Teacher Makes the Difference* (6th Edition)

Columbus, OH: Pearson Education, Inc.

Workshop: Design af kollaborative, asynkrone læringsaktiviteter

Language: Danish

Time: Afternoon – from 13:00 – 13:45

Leader

Pernille Stenkil Hansen, specialkonsulent, Syddansk Universitet, SDU Universitetspædagogik

What did you intend the students to learn from this teaching and learning activity?

Online, kollaborative læringsaktiviteter er ideelle til at skabe et rum for fælles videnskonstruktion, da de studerende gennem meningsudveksling og forhandling får mulighed for at møde forskellige perspektiver og nuancer. Ved kollaborative læringsaktiviteter, der foregår online mellem lektionerne på campus, kan de studerende samtidig bidrage aktivt til fælles opgaveløsning, når det passer ind i deres kalender. Læringsaktiviteterne foregår asynkront, dvs. de studerende er ikke online på samme tid, men forskudt i tid. I denne video får du en [kort introduktion til kollaborative, asynkrone læringsaktiviteter](#).

Which general features of the teaching and learning activity, would you share at TAL2018?

Det kræver omhyggelig planlægning at skabe engagerende og motiverende kollaborative læringsaktiviteter online, hvor en gradvis progression i læringsaktiviteter er vigtig for at skabe et frugtbart virtuelt læringsmiljø, der motiverer til aktiv deltagelse. På SDU henter undervisere bl.a. inspiration fra Gilly Salmon's fem-fasemodel og e-tivity koncept. Fem-fasemodellen bruges til gradvis at opbygge et trygt virtuelt læringsmiljø, hvor e-tivity konceptet anvendes til design af konkrete kollaborative aktiviteter mhp. interaktion og aktiv læring online.

På denne workshop vil deltagerne få en kort introduktion til, hvorledes online, kollaborative læringsaktiviteter kan designes med udgangspunkt i Gilly Salmons fem-fasemodel og e-tivity koncept, således at de stilladserer studerendes interaktion og aktive læring online. Der tages udgangspunkt i konkrete "Best Practice" eksempler fra SDU, hvor der anvendes online, kollaborative læringsværktøjer, såsom blogs, wikier og diskussionsfora. Deltagerne vil få mulighed for at dele erfaringer og diskutere udfordringer/barrierer for at skabe succesfuld aktiv kollaborativ læring online.

According to you and the students, what was the impact of the teaching and learning activity on student learning/engagement?

De studerende på SDU har taget rigtig godt imod kollaborative, asynkrone læringsaktiviteter, hvor bl.a. fleksibiliteten og muligheden for at bidrage til fælles opgaveløsning uafhængigt af tid og sted fremhæves. SDU Universitetspædagogik oplever også en stigende efterspørgsel fra undervisere, som i højere grad ønsker at øge studieintensiteten mellem lektionerne på campus og give de studerende mulighed for at få feedback.

How could your practice be inspirational/transferable to other teachers, students, institutions...?

De foreløbige erfaringer med brug af kollaborative, asynkrone læringsaktiviteter online har vist sig at være relevante i alle faglige miljøer på SDU og kan være en inspiration til andre undervisere i at komme godt i gang med at designe af aktiv, kollaborativ læring online.

Poster session: Students' Reflections on Team Collaboration – TEK, Experts in Team Innovation, 2017

Language: English

Time: Afternoon – from 13:50 -14:30

Leaders

Donna Hurford, Special consultant, University of Southern Denmark, Centre for Teaching and Learning

Steffen Kjær Johansen (EIT Course Leader), Assistant Professor, University of Southern Denmark, SDU Engineering Operations Management

In semester 5, more than 400 TEK students participate in the **Experts in Team Innovation (EIT)**, 10 ECTS course. EIT is unlike other TEK courses with its focus on reflection, as stated in the handbook:

*'Experts in Team Innovation (EIT) is an experience-based learning course. The focus is **not** on creating the perfect end result innovation-wise. It is about **experiencing** and **reflecting on** two learning processes: the interdisciplinary collaboration process and the innovation process'.*

Each team of 5 or 6 students either responds to an innovative challenge provided by a company or they design their own entrepreneurial innovations. The students' learning is assessed using different assessment methods including an individual oral exam prior to which the groups have to submit posters on their groups' management of the collaboration process and the innovation process. At TAL2018, we are showcasing a selection of collaboration posters prepared by groups who completed EIT in 2017. Steffen, EIT course leader, and Donna, who supports the EIT teacher team in their facilitation roles, will invite TAL delegates to review a selection of student groups' posters on collaboration and to discuss how collaboration tools and reflection on collaboration can support student engagement and collaborative learning.