

Teaching for Active Learning TAL2019



Cita Nørgård, Lotte Dyhrberg O'Neill & Vibeke Damlund (red.)

*Proceedings fra konferencen TAL2019
på Syddansk Universitet, 2019*

Indholdsfortegnelse

Teaching for Active Learning TAL2019 Special focus: Teaching for Employability	3
Erhvervsstuderterforskning på elitemodul	7
Fra traditionel undervisning til opbygning af en læringskultur.....	12
Redesigning a research methods course: Peer feedback as a method to build core skills in research design	19
Springboard festival – Companies and students in a kind of collaboration.....	24
Using the drawing answer type in a student response system.....	29
Employability – Using Design Activities to Enhance Students' Reflections on Value and Meaning	33
Teaching for Dream Jobs	42
Brugen af praksisarenaer til at træne transfer	47
Peer-feedback ved brug af Peergrade – forbedrer det de studerendes læring?.....	48

Teaching for Active Learning TAL2019

Special focus: Teaching for Employability

In November 2019 SDU Centre for Teaching and Learning hosted our seventh **Teaching for Active Learning** conference at the University of Southern Denmark (SDU).

The main theme of the conference was **active teaching and learning**, which is the underlying principle for teaching at SDU. The aim of the annual TAL-conference is to provide opportunities for teachers, developers and others with a special interest in teaching:

- to share, demonstrate, reason and analyze their own examples of active teaching and learning
- to be inspired to develop one's own active teaching practice in order for students to learn actively.

TAL2019 had a special focus on 'Employability'. We focused on, how higher education can support students' developing into attractive and competent partners in their future careers. The conference dealt with different ways higher education may strengthen students' employability, and with the different definitions of the concept 'Employability'.

The relevance of teaching for employability in higher education

The conference aimed at enlightening teaching for employability in various ways. There is seemingly no consensus on a single definition of employability in Higher Education. It has for example been defined as 'a set of achievements – skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy', and it has been characterized as a complex construct (Yorke 2004).

Irrespective of definition preferred, employability is a legitimate concern for many stakeholders of Higher Education. It is also an area where lots of interesting new developments are occurring in Danish Higher Education these years. The developments take place in many different contexts and cover both curricular, co-curricular, and extracurricular activities for students.

The TAL conference was the perfect opportunity to dig deeper into the complexity of Teaching for Employability and share lessons learned. The purpose of the conference's special focus was

- To focus on what we understand by employability in HE, and why it is important?
- To discuss how teachers in Higher Education may strengthen teaching for employability?
- To introduce some excellent examples of teaching for employability
- To discuss how the university may strengthen education for employability including opportunities and barriers at an institutional level

The keynote and the overall model for employability at the conference

We had the pleasure of Dr. Lorraine Dacre Pool as keynote speaker with the theme: Employability in Higher Education ([link to recording of keynote presentation](#) – [link to keynote slides](#))

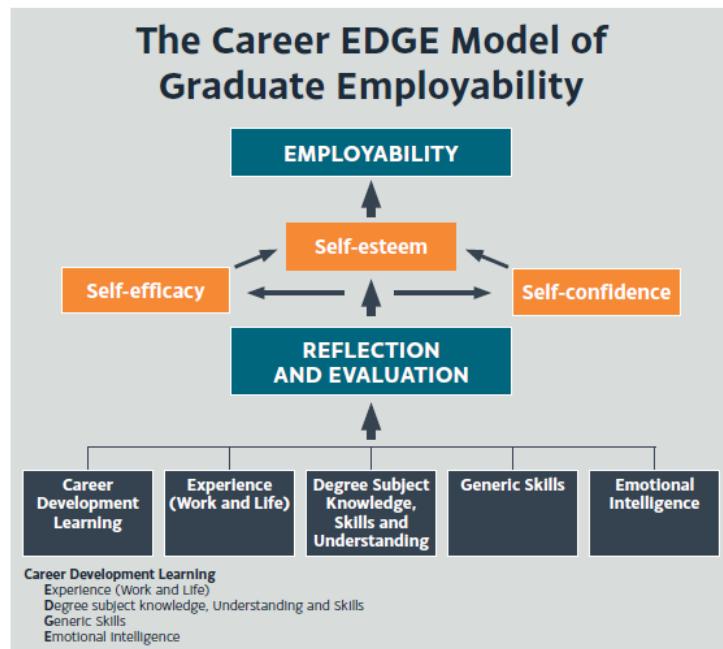


Dr. Lorraine Dacre Pool is a Chartered Psychologist, Principal Fellow of the Higher Education Academy, and Principal Lecturer, Student & Staff Development, at the University of Central Lancashire, UK. She designed and published the internationally renowned CareerEDGE model of graduate employability and later developed the Employability Development Profile, both of which are in use in many universities. She has particular expertise in the subject of Emotional Intelligence and the role this plays in graduate employability, which was the topic of her PhD research. This also involved the successful design, delivery and evaluation of a taught module of EI, details of which were published in the journal *Learning and Individual Differences*.

Lorraine has published several articles on the subjects of graduate employability and EI and has co-edited a new textbook for the British Psychological Society publishers, Wiley-Blackwell, called '*An Introduction to Emotional Intelligence*'.

The presentation discussed what we mean by the term 'employability' and why it is an important concept within Higher Education. It opened the opportunity to hear about a model/framework for employability, the CareerEDGE model (figure 1 below), which is widely utilised and cited both in the UK and internationally. The CareerEDGE Employability Development Profile (EDP) was introduced and shared, with ideas for how to use in practice.

During her speak Lorraine Dacre Pool mentioned a range of successful employability development activities from the UK.



From: <https://yorkforum.org/2016/06/03/a-practical-model-of-graduate-employability>

Figure 1. The CareerEDGE model by Dacre-Pool & Sewell (2007).

The conference day continued with parallel sessions. **Some of these are further elaborated in the contributions to this conference publication.**

The final panel session included the following participants:

- Keynote speaker, Dr. Lorraine Dacre Pool, and from SDU
- Anni Søborg, Leader of Education Innovation
- Team coordinator Kim Bæksgaard, SDU Research and Innovation Organisation
- Associate Professor Tine Lynfort Jensen, Dep. of Language and Communication

([link to recording of panel debate](#)).

Later in this publication, you will find contributions based on the workshops and sessions of the TAL2019.

Contributions under the theme Employability

There were many fine presentations related to the theme employability during the conference day, and some of the participants have contributed with written papers on the topic in this conference publication, based on their presentations on the day. Here are a few examples:

Kjeldal et al. Transfer facilitating the connection between university and work life through business lunch. Presenting themselves in a dialogue including subject themes. Self -confidence is stimulated through the business lunch and the following reflections.

The Springboard festival (Morten Plough Henriksen) is an example of integrating curricular university course with companies. The project activates every component in Pool's Career Edge model. During the course more of the students got a student job, which elsewhere has been argued to benefit students' employability after ended education.

Flemming Smedegaard evaluated students' perceptions of the importance of having participated in an elite module (Research in Business Communication), which was a collaboration between SDU researchers and external companies. Flemming's contribution entitled '*Erhvervsstudenterforskning på elitemodul*' appears to be a very strong example of E for Experience (work & life) in the CareerEDGE model (figure 1), which seems to have had an impressive degree of influence on participants' careers, their perceived self-efficacy and their personal developments.

Contributions under the theme Teaching for Active Learning

In addition to this year's special conference theme (employability), the conference has since its inception in 2013 had the standing theme 'Teaching for Active Learning' (TAL), since activating teaching and active learning is SDU's core pedagogical principle. TAL2019 participants also contributed to this conference with contributions in the realm of active teaching and learning. Here are just two fine examples:

Anne Mølgaard-Nielsen and Henrik Hein Lauridsen's contribution, a video entitled '*Peer feedback ved brug af Peergrade – forbedrer det de studerendes læring?*', is an excellent example of a pedagogical intervention initiated to scaffold students' learning of theory outside the classroom to support the core activity in class, which was practical skills training. Peer-feedback was used to complement independent student learning.

Henrik Skov Midtiby's contribution 'Using the drawing answer type in a student response system' is another excellent example of active teaching and learning taking place at SDU. Henrik developed and tried an electronic student response system in a new format, which allowed his students to draw responses to calculus questions. Not only did this activity scaffold active learning and student feedback, it also gave him a quick overview of students' understanding of topics in his classes and an opportunity to follow up where relevant.

The conference and this publication equally show that many new, thoroughly reflected teaching interventions are made, and we thank all participants and contributors for sharing their experiences. We hope by this publication to inspire continuous active teaching development.

Only a subset of TAL2019 presenters chose to subsequently write a paper on their presentation for this conference publication. In order to get a more complete overview of the richness, diversity, and quality of the TAL conference contributions and presentations, we highly recommend that readers take a look at the **Book of Abstracts (link)** including:

- Detailed programme
- Short communications and poster abstracts
- Workshop abstracts

On behalf of the conference organizers

Lotte O'Neill, Cita Nørgård and Vibeke Damlund
SDU Centre for Teaching and Learning

Erhvervsstuderterforskning på elitemodul

Flemming Smedegaard, studieleder, lektor, International Virksomhedskommunikation, Syddansk Universitet

Hvad er elitemodulet *Forskning i virksomhedskommunikation*?

Op til 2010 gav ministeriet universiteterne mulighed for at søge om at måtte etablere særlige elitekandidatuddannelser og særlige eliteforløb på kandidatuddannelserne i en 3-årig forsøgsordning, hvor universiteterne ville få dobbelt taxametertakst for eliteforløbene. Blandt de få udvalgte, der fik mulighed for at etablere et elitemodul, var International Virksomhedskommunikation (IVK) på SDU. Da forsøgsordningen udløb i 2013, besluttede vi at permanentgøre elitemodulet på IVK, men dog uden dobbelt taxameter efter 2013.

Elitemodulet på International Virksomhedskommunikation (IVK) har titlen *Forskning i virksomhedskommunikation* og er et 30 ECTS-modul, der er placeret i semestret forud for specialet. Modulen er etableret med erhvervsPhD-ordningen som forbillede, idet den elitestuderende i forløbet skal gennemføre et mindre forskningsprojekt, hvor den studerende dels har en vejleder på universitetet og tilknyttes vejlederens forskningsgruppe, dels har en virksomhedsvejleder og er tilknyttet en virksomhed gennem hele forløbet.

Optagelse på elitemodulet sker på baggrund af en projektbeskrivelse, en motiveret ansøgning samt hidtidige karakterer. Det er den ansøgte seniorvejleder på universitetet, der beslutter, om optagelse kan finde sted. I forløbet deltager alle elitestuderende på universitetet i 8 fælles forskningsseminarer, i aktiviteter i vejlederens forskningsgruppe samt i andre relevante forskningsmøder.

Følgende er typiske eksempler på spændvidden af gennemførte forskningsprojekter på elitemodulet:

- Undersøgelse af holdninger til etnisk markedsføring i detailhandlen i samarbejde med Coop.
- Evaluering af udbyttet af medarbejderudviklingssamtaler i den offentlige sektor i samarbejde med Odense Kommune.
- Undersøgelse af sportssponsorers prioriteringer i samarbejde med Odense Bulldogs.
- Analyse af parkeringsvagtters tackling af konflikter i samarbejde med Frederiksberg Parkering.
- Analyse af kollegiale fjendebilleder ved sammenlægning af sygehusafdelinger i samarbejde med Region Syddanmark.
- Undersøgelse af inklusion af LGBT+ medarbejdere i samarbejde med Danfoss.
- Analyse af kvinder i ledelse i samarbejde med Siemens.
- Undersøgelse af motivation blandt højtuddannede IT-medarbejdere i samarbejde med Hesehus.
- Analyse af de postfaktuelle udfordringer ved patienternes egne Google-konsultationer i samarbejde med Læge Formidler.
- Analyse af portrættets funktioner på CV'ere i samarbejde med Jobindex.

Forskning i virksomhedskommunikation gennemførtes i efterårssemestret 2019 for 10. gang. De forløbne 9 år har i alt 78 kandidatstuderende gennemført forløbet, og i efterårssemestret 2019 var yderligere 13 elitestuderende i gang med forløbet. Det er i gennemsnit knap 10% af de studerende på kandidat-

uddannelsen i IVK, der optages på elitemodulet. Herudover er der mulighed for, at studerende fra andre kandidatuddannelser kan søge ind på elitemodulet, hvis deres uddannelse vil give merit herfor.

Undersøgelse af elitemodulet 2010 - 2018

Jeg gennemførte i sommeren 2019 en undersøgelse blandt de 78, der har gennemført elitemodulet i perioden 2010 – 2018 med det formål at undersøge, hvilken betydning elitemodulet har haft for den enkelte. Undersøgelsen blev gennemført som en mailundersøgelse, hvor de tidligere elitestuderende svarede på spørgsmål om, hvilke jobs de har haft efter færdiggørelsen af kandidatgraden, og hvilken betydning de vurderer, at elitemodulet har haft for deres respektive karrierer.

År	Antal optagne	Antal gennemførte		Antal besvarelser	
		Antal	Procent	Antal	Procent
2010	10	10	12,8	8	80
2011	6	6	7,7	6	100
2012	7	7	9,0	6	85,7
2013	8	8	10,3	6	75
2014	7	6	7,7	5	83,3
2015	8	8	10,3	7	87,5
2016	17	17	21,8	15	88,2
2017	6	6	7,7	5	83,3
2018	10	10	12,8	9	90
I alt	79	78	100,1	67	85,9

Tabel 1: Antal gennemførte og antal besvarelser

Af tabel 1 ses, at 78 ud af 79 optagne har gennemført elitemodulet. Den ene frafaldne på årgang 2014 opgav halvvejs inde i forløbet af private årsager. Alle øvrige optagne har gennemført, og der har aldrig været en ikke bestået eksamen på elitemodulet. Af tabellen ses også, at 67 af de 78 gennemførte studerende – svarende til 85,9 procent – har besvaret undersøgelsen.

Et hovedspørgsmål i undersøgelsen var, om elitemodulet har haft en betydning for den enkeltes karriere, og her blev der svaret følgende:

	Antal	Procent
Ja, har direkte været afgørende for min karriere:	45	67,1
Ja, har indirekte haft betydning for min karriere:	13	19,4
Nej, har ikke haft betydning for min karriere	6	9,0
Først lige færdiguddannet og ikke i job endnu	3	4,5
I alt	67	100

Tabel 2: Elitemodulets betydning for karrieren

Af tabel 2 ses, at godt to tredjedele, nemlig 67,1% af respondenterne, vurderer, at elitemodulet har været direkte afgørende for karrieren, mens yderligere knap hver femte, nemlig 19,4% vurderer, at elitemodulet har været indirekte afgørende for karrieren. Kun knap hver tiende, nemlig 9%, vurderer, at elitemodulet ikke har haft betydning for karrieren.

Særlig tydeligt er det, hvor mange på elitemodulet, der er fortsat eller ønsker at fortsætte i universitetsverdenen:

	Antal	Procent
Ja, har gennemført/er ved at gennemføre ph.d.:	6	9,0
Har endnu ikke, men vil gerne gennemføre en ph.d.	17	25,4
Ja, har undervist/underviser på universitetet	22	32,8

Tabel 3: Elitemodules betydning for videre forskningsinteresse

Elitemodulet er i særlig grad med til at vække en interesse for en forskerkarriere, fx hos følgende respondent:

Elitemodulet var en stejl læringskurve med spændende udfordringer, der gjorde, at jeg fandt min rette hylde i forskningsverdenen. (2016:39)¹

Andre respondenter fremhæver, at elitemodulet ruster særlig godt til senere at gennemføre en ph.d.:

Jeg føler mig godt klædt på, når jeg sammenligner mig med mine ph.d.-kollegaer. Jeg knokler lige så meget – det hører til uddannelsen – men jeg er mindre chokeret over, hvor kaotisk en cirkulær en proces, det er. Jeg har en anden robusthed. (2014:27)

Jeg lærte en masse om forskningsprocessen, som jeg stadig bruger nu, mens jeg er i gang med en ph.d. i Melbourne. (2017:54).

Respondenterne blev i undersøgelsen bedt om at angive deres nuværende jobtitel. Bortset fra de næsten mange af de tidligere elitestuderende, der stadig er i universitetsverdenen, så adskiller de øvriges jobtitler sig ikke synderligt fra IVK-kandidater i øvrigt. De er kommunikationskonsulenter, social media managers, marketingassisterter, HR-konsulenter, projektledere o.l. som øvrige IVK-kandidater. Alligevel har 67,1% svaret – og dermed også mange af dem, der ikke er i universitetsverdenen – at elitemodulet har haft direkte betydning for deres karriere, bl.a. følgende:

Ja – det skabte grundlaget for en akademisk karriere OG en ”praktisk” karriere, idet modulet vægter både det akademiske og det praktiske (...). Det skabte en unik forankring i både det akademiske og det praktiske, som jeg har kunnet bruge lige siden, og som også i mit næste job har været afgørende. (2012:15)

Flere respondenter fremhæver særligt elitemodules solide fundering i praksisverdenen, fx:

Elitemodulet var meget positivt. Det var hårdt, men positivt. Det var første gang i forbindelse med universitetsuddannelsen, at man mødte en ærlig vurdering fra eksterne parter, og det afspejler fint, hvordan virkeligheden er i professionelle virksomheder. Det er råt for usødet – enten kan input bruges, eller også kan det ikke bruges. (2010:4)

For nogle har elitemodulet skabt et direkte link til den efterfølgende karriere, hvilket bl.a. denne respondent udtrykker:

¹ I citaterne henviser årstallet til det år, hvor respondenten gennemførte elitemodulet, og det efterfølgende nummer til respondenten.

Det var benhårdt og udfordrende. Forskerdrømmens hverdag blev afprøvet og jeg fik lov at fordybe mig 100 % i noget, som jeg brændte for. Fordi min opgave tog så konkret afsæt i en sundhedsfaglig case, gav den mig også en praktisk viden, som jeg har gjort stor brug af indenfor sundhedskommunikation. Det udfordrede min teoretiske viden og gav mig selvtilliden til aktivt at bidrage og udvikle selv. Jeg ser på vidensproduktion på en helt anden måde efter elitemodulet. Det holder ved, selvom det efterhånden er 5 år siden. (2014:29)

Det ser ud fra undersøgelsen ud til, at kandidater med elitemodul kommer lidt hurtigere i job end andre kandidater, men der er ikke grundlag for at konkludere, at det har noget med elitemodulet at gøre. Nogle elitekandidater angiver, at elitemodulet blev set som en fordel, da de skulle ansættes, og mange fremhæver, at elitemodulet har haft direkte eller indirekte betydning for karrieren.

Flere respondenter fremhæver elitemodulet som en helt særlig og som et højdepunkt i den 5-årige universitetsuddannelse, fx

Uvurderlig betydning. Langt mere lærerigt end mine øvrige 4,5 år på universitetet til sammen. Der sker noget når mange folk med ambitioner sættes sammen. Den laveste barre i rummet bliver bare høj. Den del betyder noget for egen indlæring og forberedelse. Oplevelsen af at hvis du ikke er supertjekket til næste møde, så falder du totalt igennem var mig meget motiverende (særligt for en der har sløset sig igennem uni på høje karakterer indtil da). (2010:6)

Flere respondenter fremhæver betydningen af, at de for første gang var på et lille hold med ligesindede dygtige medstuderende, hvor der opstår et stærkt sammenhold og unikke venskaber:

Jeg husker først og fremmest tilbage på en god tid. Vi var et godt hold, som hjalp hinanden meget og som fungerede godt socialt. (2015:32)

Elitemodulet tiltrækker studerende, som aldrig før for alvor har følt sig udfordret i uddannelsessystemet, og som altid er kommet let igennem. Dette er følgende respondent et eksempel på:

Det var en hård læreproces og formentlig den eneste gang i mit liv, hvor jeg er blevet egentligt udfordret på det faglige plan. Det kostede blod, sved og tårer, men det var en nødvendig udvikling at gennemgå. (2013:21)

Nogle respondenter fremhæver primært, at elitemodulet har haft en stor betydning for deres personlige udvikling:

For mig har den største oplevelse ikke været selve produktet, som jeg fik en karakter for. Det har været det halve år, hvor jeg fik fripas til at blive klogere på mig selv. (2011:10)

Andre respondenter fremhæver den unikke mulighed for faglig fordybelse, som elitemodulet giver, fx

Det handler om at læse bøger, som i sidste ende ikke kommer med i opgaven; som en anden Sherlock Holmes at spore teorierne helt tilbage til de oprindelige tanker indtil man til sidst støder ind i en gammel græker eller en oplysningsfilosof. (2015:32)

Elitemodulet gør tydeligvis en stor positiv forskel til den efterfølgende specialeskrivning:

Jeg er overbevist om at elitemodulet, har været medvirkende til at løfte mit speciale op på et højere niveau. (2010:2)

Alle respondenter udtrykker en meget høj grad af samlet tilfredshed med elitemodulet, som ifølge respondeerne har haft en stor betydning for dem både fagligt, personligt og socialt, hvilket bl.a. følgende respondent udtrykker:

Når jeg ser tilbage, så har elitemodulet betydet flere ting... Foruden at jeg udviklede mig rent fagligt, da niveauet var enormt højt, udviklede jeg mig også rent personligt ved bl.a. at tro på egne evner og hvile i mig selv. Derudover er elitemodulet også en af grundene til, at jeg ser tilbage på universitetstiden som en fantastisk tid. Hvor man var ligeglads med, om man skulle arbejde 60 timer om ugen, og hvorvidt man skulle arbejde om natten for at nå i mål. Derudover fik jeg ikke mindst venskaber for livet." (2010:7)

Konklusion

Undersøgelsen blandt 67 tidligere elitestuderende har vist, at elitemodulet *Forskning i virksomheds-kommunikation* medfører en række forskellige udbytter:

- Langt de tidlige elitestuderende vurderer selv, at elitemodulet har haft en stor betydning for dem – også i de tilfælde, hvor det ikke direkte kan aflæses af deres karriere.
- Elitemodulet er ikke mindst en markant udklækningskasse for nye forskere og universitetsundervisere og udgør en god forberedelse til ph.d. og en forskerkarriere, mens effekten i forhold til erhvervslivet er mindre entydig, selv om godt to tredjedele af respondenterne selv vurderer, at elitemodulet har haft en direkte positiv betydning for deres karriere.
- Det er ud fra undersøgelsen tydeligt, at elitemodulet medfører en høj grad af personlig udvikling for alle og byder for de fleste på livets hidtidig største faglige udfordring. Ikke mindst betyder elitemodulet meget for udvikling af selvtillid og tro på egne evner. Gruppen af de dygtigste studerende føler sig ofte ikke særlig udfordret gennem de normale universitetsstudier, men undersøgelsen viser, at elitemodulet i meget høj grad opfylder disses studerende efterlysnings af større faglige udfordringer.
- Elitemodulet rummer gennem inspirationen fra erhvervsPhD-modellen en særlig forening af teori og praksis og bidrager til vidensudveksling mellem universitet og erhvervsliv og lærer de studerende, hvordan deres viden kan skabe værdi for praksisverdenen.
- Undersøgelsen viser endvidere, at der på elitemodulet opstår en bedre faglig synergieffekt med medstuderende og dermed en højere grad af læring end i det øvrige universitetsstudium, idet mange fremhæver den særlige positive oplevelse ved for første gang at være på lille hold, hvor alle er topengagerede og meget ambitiøse.

Der er ikke noget i erfaringerne med elitemodulet *Forskning i virksomheds-kommunikation*, som gør, at erfaringerne ikke vil kunne overføres til andre fagområder, hvor man ønsker at gøre noget særligt for at bidrage til de dygtigste studerendes udvikling, men formen vil selvfølgelig skulle tilpasses til det enkelte fagområde.

Fra traditionel undervisning til opbygning af en læringskultur

Louise Kamuk Storm, PhD, adjunkt, Institut for Idræt og Biomekanik, Syddansk Universitet

I denne artikel præsenteres, hvordan case-, collaborative- og team-baserede læringsmetoder kan bruges til målrettet at skabe en læringskultur blandt studerende på videregående uddannelse. Det konkrete kursus, der præsenteres, kan tjene som inspiration for undervisere og studieledere, der har særligt fokus på for eksempel frafald på studiet og fremmøde til undervisning. Dette forløb er designet med henblik på at skabe dybere mening for de studerende med at møde frem og deltage aktivt i undervisningen.

Baggrund

En hensigtsmæssig læringskultur er kendtegnet ved, at de studerende er fagligt udfordret, er aktive i deres læring, har kontakt til deres underviser, får meningsfulde læringsoplevelser, har praksisintegreret læring og oplever et tilhørerforhold – fagligt og socialt. Disse elementer har betydning i bestræbelserne på at mindske frafald, øge læringsudbyttet og opbygge en faglig identitet (Nielsen & Damlund, 2018).

Opbygningen af en hensigtsmæssig læringskultur blandt universitetsstuderende er en målrettet proces tilrettelagt af underviseren med henblik på at den lærende opnår viden, kompetencer og evner – det vil sige lærer noget (Dolin, 2013). Jeg vil gerne *målrettet* udvikle en god læringskultur i gruppen for at dette kan understøtte de studerendes læring og dannelse.

Kultur opstår i grupper om man vil det eller ej (Hodkinson, Biesta & James, 2008) og fremfor blot at lade disse processer ske tilfældigt, er dette projekt et forsøg på at arbejde målrettet med netop læringskulturen. I en traditionel universitetsundervisning er forelæsningsformatet og eksperimenterne ofte brugte metoder. Dette projekt tages afsæt i antagelsen om, at der er et uudnyttet potentiale i den bevidst, målrettede opmærksomhed på læringskulturen, set i forhold til både fastholdelse af de studerende, optimering af læring og faglig identitet.

Kontekst

I 2015 blev der oprettet en kandidatspecialisering i konkurrence og eliteidræt på Institut for Idræt og Biomekanik, Syddansk Universitet. Det er et toårigt særligt tilrettelagt studieforløb på Campus Esbjerg. Der optages årligt 25 studerende med forskellige faglige identiteter (fx bachelor i idræt, fysioterapeut, lærer), der alle er særligt motiverede for at skulle arbejde i eliteidrætten. De følges ad gennem to års specialiseret kandidatstudie, der ligger på Campus Esbjerg. Hele kandidatspecialiseringen består af tre fagmoduler (45 ECTS), et praktikforløb (15 ECTS), videnskabsteori/metodefag (30 ECTS) og speciale (30 ECTS). Studiestrukturen indeholder en unik mulighed for at opbygge et langvarigt læringsfællesskab. Men hvordan bliver dette potentiale udnyttet meningsfuldt og effektivt?

Den pædagogiske udfordring i den konkrete sammenhæng består i at skabe en god overgang fra en bachelor/ professionsbacheloruddannelse til en kandidatuddannelse og at skabe grundlaget for, at de studerende finder det meningsfuldt at møde op. En del studerende pendler op mod 6 timer på en undervisningsdag (fx fra hhv. København, Sønderborg og Holstebro). De studerende skal på trods af geografisk spredning opbygge et læringsfællesskab, der er meningsfuldt og effektivt for de konkrete

studerende med flere forskellige faglige identiteter. Fem årgange har nu været igennem opstarten på uddannelsen, og alle årgange har udviklet forskellige gruppekulturer. Dog er der mange gennemgående ligheder i disse processer. I forløbet 2018 satte jeg specifikt fokus på kulturudvikling. I denne artikel fokuseres på data, der blev genereret i det første fagmodul placeret i 2. kvartal 2018. Dette repræsenterer fint det generelle billede.

Data og undervisningsforløb

Undervisnings- og læringsaktiviteterne er undersøgt med inspiration fra aktionsforskning (Coghlan & Brannick, 2005) og med brug af kvalitative dataindsamlingsmetoder (dokumenter, observationer, uformelle samtaler). Data til denne artikel er: De studerendes indledende skriftlige refleksioner over, hvad de forbinder med et godt læringsmiljø. Underviserens observations- og refleksionslog. De studerendes løbende evaluering og feedback. Afsluttende mundtlig og skriftlig evaluering, umiddelbart efter og 3 måneder efter.

Formålet med det første modul er (blandt andet), at de studerende skal lære at anvende såvel teoretisk og praktisk viden i forbindelse med organisatorisk udvikling af konkurrence- og eliteidrætsmiljøer. Derudover skal de lære, at de kan lære fra deres medstuderende, og de skal udvikle sig til attraktive og kompetente partnere på et fremtidigt arbejdsmarked.

For at opnå dette formål er modulet bygget op på baggrund af følgende undervisningsprincipper: (1) De studerendes samspil og aktive deltagelse er i centrum. (2) De studerendes evne til at anvende viden skal udvikles, derfor inddrages virkelige cases og undervisningen foregår i samspil med praksis. (3) De studerendes muligheder for at udvikle sig til attraktive og kompetente partnere på et fremtidigt arbejdsmarked skal udvides. Forløbet er et kvartal. De studerende samles på to dages seminarer (mandage og torsdage) i Esbjerg hver uge. Derudover en projektuge i et eliteidrætsmiljø med tilhørende konferencedag, en uge med grupperarbejde, hvor der arbejdes i grupper á 3 om at designe det optimale talentudviklingsmiljø (dette er også en del af eksamen).

Resultater og diskussioner

Dette fag er generelt evalueret meget positivt af de studerende. Følgende seks temaer viser sig som væsentlige elementer: (1) praksisintegreret undervisning øger oplevelsen af et meningsfuldt læringsudbytte, (2) TBL metoden opbygger en kultur for forberedelse, (3) collaborative læringsmetoder opbygger et stærkt fagligt og socialt tilhørsforhold, (4) case-baseret undervisning forbereder studerende på den kontekst de skal virke i efter endt uddannelse, (5) varierende gruppekonstellationer giver øget læringsudbytte og øger studerende bevidsthed om egne kompetencer, (6) underviseren skal indtage en rolle som social arkitekt og kulturel leder. Disse seks temaer er identificeret i en iterativ analyse proces (Dubois & Gadde, 2002), hvor jeg har bevæget min opmærksomhed mellem litteraturen og data. Temaerne er ikke afgrænsede enheder. De overlapper hinanden og skal forstås som dele af en helhed.

1. Praksisintegreret undervisning øger oplevelsen af et meningsfuldt læringsudbytte.

De studerende fremhæver det praksisintegrerende læringsmiljø som et væsentligt element af, at undervisningen opleves som meningsfuld. De fremhæver, at de får et indblik i den kontekst de gerne vil virke i efter endt uddannelse. Kurset indebærer trænerpaneldiskussion, projektuge i et miljø, oplæg af centrale aktører i eliteidrætten. Disse elementer skal ses som et supplement til den øvrige undervisning. Om kombinationen siger en studerende: "... undervisningen og litteraturen bliver ikke abstrakt, men mere

noget man kan forholde sig til og reflektere over." I relation til en projektuge hvor de studerende har en konkret opgave i et miljø skriver en studerende:

"Jeg får en helt anden forståelse for den læring og viden vi bliver undervist i. Det gør jeg, fordi det stiller høje krav til den studerendes forståelse for teorierne og begreberne for at kunne benytte sig af det i praksis. Desuden er det ofte i praksis, jeg opdager, hvor jeg evt. har nogle huller i mine kompetencer og viden. Det er først, når jeg rigtig skal bruge det i praksis, at jeg får den viden."

Således fremhæves, at der er et potentiale for, at de studerende selv bliver opmærksomme på deres egne kompetencer og kan kompensere for, hvad det de evt. mangler at lære, når praksis integreres. Endvidere er der også studerende der reflekterer over, hvorledes de kan bruge den viden og de tilegner sig i et fremtidigt job. Her har den praksisintegrerende læringskultur en vigtig funktion.

"Det betyder at jeg i højere grad kan relatere det teori vi har til de situationer jeg forestiller mig at blive sat i, når jeg har fået mig et job. Det gør at jeg bedre kan forstå den teori vi arbejder med og hvordan anvendelsen bedst muligt foregår."

2. TBL-metode sender et stærkt signal om at forberedelse og aktiv deltagelse er vejen til læring 'her hos os'.

Team-based learning (TBL; Parmelee, Michaelsen, Cook, & Hudes, 2012) var en vigtig undervisningsmetode i opbygningen af en læringskultur, hvor selvstændighed og kritisk refleksion er central. TBL er et særligt koncept der er bygget op omkring forberedelse til selvstændigt, i teams og case baseret at bringe pensum litteratur i anvendelse. I forhold til at selve det at kunne samarbejde ikke skal stå i vejen for det faglige læringsmæssige outcome, så er retningslinjen at at man bruger faste teams, fordi litteraturen peger på at dette kan være en gavnlig forudsætning for høj faglighed (Parmelee, et al. 2012). TBL-konceptet består af først individuelle spørgsmål, næst diskussion i teams og afslutningsvist diskussioner omkring autentiske problemer, og således overlapper det case-baseret undervisningsmetoder. De studerende diskuterede fokuseret og med høj faglig kvalitet, når undervisingen var designet ud fra TBL-konceptet. Jeg skrev i mine observationsnoter:

Kvaliteten i de studerende diskussioner øges markant, når deres diskussionsmuligheder begrænses. De bruger flere begreber og inddrager større dele af litteraturen sammenlignet med mere frie case diskussioner

Det faktum at TBL-konceptet indeholder, at cases diskutes med henblik på at vælge mellem flere scenarier havde betydelig effekt på deres læring. Det var min klare overbevisning – set i sammenligning med mine tidligere erfaringer med case-diskussioner – at dette element var helt centralt i forhold til at få kvalitet i deres kritiske tænkning og deres selvstændige argumentationer. Simpelthen fordi de var rammesat. TBL-konceptet lægger op til, at der over længere undervisningsforløb (fx et helt semester) arbejdes i faste teams. Jeg har i dette samlede undervisningsprojekt eksperimenteret med varierende gruppekonstellationer (dog de samme team i TBL-undervisning).

"Når der er skabt en kultur omkring, at man hjælper, udfordrer og arbejder med hinanden på tværs af studerende og undervisere. Der skal være plads til alle og deres undren, forståelser.

Det lykkes tit i gruppearbejds-sammenhænge. Når man bliver hørt på af sine undervisere og medstuderende. At ens synspunkter tages seriøst og giver stof til eftertanke hos andre også.

En måde at fremme dette på er bla. gennem at "tvinge" de studerende til at arbejde sammen med alle.

Både kendte og ukendte. Det er ofte bare de sammen man arbejder i gruppe med. Her bliver man ofte ikke udfordret på nye synspunkter, samt at man ikke får en faglig og social relation til alle andre, hvor der ellers kunne ligge både fagligt og socialt potentiale.

De varierede grupperinger er generelt et tema der fremhæves blandt de studerende, som positivt for dem. Både i relation til deres læringsudbytte og i relation til deres oplevelse af at høre til i gruppen.

3. Collaborative learning bidrager til at opbygge et fagligt og socialt tilhørsforhold.

Det er vigtigt i forhold til at forebygge frafald og stimulere til aktiv deltagelse og fremmøde, at de studerende oplever et tilhørsforhold både *fagligt* og *socialt* (Tinto, 1993; Nielsen & Damlund, 2018). Det faglige tilhørsforhold krævede et særligt fokus i denne kontekst i og med gruppen af studerende har vidt forskellige faglige identiteter. Alligevel skriver en studerende

"Jeg synes meget hurtigt, at jeg følte mig som en del af et fagligt fællesskab. Jeg havde også det "privilegium", at jeg kørte i tog med seks andre fra Odense, hvor vi havde mulighed for at snakke litteratur igennem på vej til Esbjerg. Ydermere hjalp de mange små arbejdsgrupper også på denne proces. Jeg føler desuden, at vi nærmest helt fra start har haft det godt socialt på specialiseringen, og det er til trods for de mange forskellige baggrunde og aldersdifferencer.

Dette citat illustrerer hvorledes fagligt og socialt tilhør ofte opleves som to sider af samme sag, i hvert fald blandt denne gruppe af studerende.

Det sociale tilhørsforhold opbygges i dette specifikke forløb med aktive pauser, der tilrettelægges af de studerende og ved at opfordre til at de arrangerer noget sammen (fx julefrokost, eller sportsbegivenhed). Jeg erfarer at denne type tiltag kræver opfølgning og styring af mig som underviser indtil at en eller flere i gruppen får en position hvor vedkommende tager teten. En enkelt studerende skriver: *"Vi afholdte også et socialt arrangement, som var rigtigt givende for de 10-15, der mødte op."* Det er ikke alle der har prioriteret at deltage i det sociale arrangement, men for dem der deltager, er det betydningsfuldt.

Det faglige tilhørsforhold var i fokus især i begyndelsen. Kurset indledes med aktiviteter, der er baseret på collaborative læringsmetoder (Slavin, 2014). I dette kursus har de til formål at skabe dialog mellem *alle* tidligt i forløbet. Det viste sig at være essentielt i opbygning af gode læringsrelationer, gruppedynamik og dermed blev det essentielt i opbygningen af læringskulturen. *Dialog* var centralt i disse processer (Vygotsky, 1978). Det vil sige, at de studerendes synspunkter og perspektiver blev bragt i spil, således, at de i fællesskab løser en opgave (hvilket er i modsætning til at have en opgave, der kan deles op og så varetager de studerende en del hver). Underviserens rolle var at sætte konkrete dialoger i gang. For eksempel to og to i en rundkreds med en inder- og en ydercirkel. Efter en kort samtal rykkes til siden, så man møder en ny. På den måde fik de studerende på uformel vis udvekslet forståelser og synspunkter med mange. Her inspireret af "Margolis wheel" (Slavin, 2014) – der er lidt ligesom speeddating – hvor man skifter mellem at være lyttere og give feedback – ydre ring har taletid og indercirkel er aktive lyttere. Det er en generel oplevelse hos de studerende, at disse dialoger var værdifulde.

"Jeg foretrækker, at man bryder den traditionelle forelæsningsform, fx ved at lave øvelser hvor man går rundt mellem hinanden, oplæg i grupper/case arbejde, besøger/oplever praksis gennem observation eller deltagelse."

En anden studerende fremhæver:

"For mig er det meget meningsfuldt når der i undervisningen diskutes aktuelle emner indenfor faget, og giver mest mening for mig når undervisningen bliver en samtale/diskussion mellem både studerende og undervisere, fremfor en forelæsning".

Der blev lagt vægt på at det var aktuelle emner inden for faget der var værdifuldt at diskutere. Så ikke alt er lige meningsfuldt at være fælles om.

4. Case-baserede undervisningsmetoder bidrager til en meningsfuld kobling til praksis.

De case-baserede undervisningsmetoder fremhæves som væsentlige for, at de studerende forbinder deres læring med den konkrete kontekst, de skal virke i efter endt uddannelse.

"For at underviserne kan udfordre mig bedst muligt, skal undervisningen gerne opbygges som et casearbejde. Dette skal selvfølgelig ikke altid gøres, men når det giver mening. Gennem casearbejdet har jeg mulighed for at finde en vinkel til casen, som jeg finder mest interessant, og dermed vil jeg udfordre mig selv til at dykke ned i emnet, så jeg er sikker på, at jeg har forstået det ordentligt."

Dette perspektiv repræsenterer flere studerendes oplevelse. Gennem arbejdet med forskellige cases fik de studerende muligheder for at trække på deres erfaringer fra talent- og eliteidrætskontekster og bringe dem i spil på en meningsfuld måde.

Halvvejs i undervisningsforløbet skal de studerende ud og observere og interviewe i forskellige talent- og eliteidrætsmiljø. Det skal bidrage til at udvide deres horisont og motivere dem til tidligt at anvende de forskningsperspektiver de præsenteres for. Afslutningsvist skal de præsentere deres analyser på en seminardag. I forhold til dette noterede jeg i min refleksionslog, at:

"Jeg oplever energi blandt de studerende når de fremlægger og diskuterer deres erfaringer. De er engagerede og nysgerrige. Jeg tænker at der var kvalitet i deres spørgsmål og refleksioner. De første der kommer, er meget positive omkring ugen."

Under deres præsentationer skriver jeg feedback og spørgsmål, som jeg efterfølgende giver dem, hvilket efterfølgende bruges i dialog mellem to grupper. Dette dokument med mine spørgsmål og refleksioner, medierede de studerendes efterreflektion. Dette fungerede effektivt og godt, fordi det kvalificerede deres samtaler og styrede deres opmærksomhed således, at de brugte forskningsbaserede perspektiver aktivt.

5. Varierende gruppekonstellationer er særlig betydningsfulde for studerende, der kommer fra andre uddannelser end idræt.

Det er generelt blandt de studerende, at de fremhæver variationen i gruppekonstellationerne som vigtigt for deres læring, deres tilhørssforhold og gruppekulturen. Flere studerende siger og skriver, at dette ikke sker af sig selv. Grupperinger vil, hvis de ikke styres, blive relateret til hvem de pendler sammen med eller eventuelt kender fra deres tidligere studietid, fortæller de studerende baseret på deres tidligere uddannelseserfaringer. Generelt fremhæves det at et studiefællesskab er vigtigt.

"Det er vigtigt at føle man er en del af det sociale fællesskab. Da jeg ikke tidligere har gået på Idræt, og kommer "ude fra", synes jeg at det giver god mening at man bliver sat i forskellige gruppekonstella-

tioner, da dette optimere mulighederne for at lære folk at kende. Det kan være svært at lære folk at kende, som på forhånd er velintegreret i en lille kammeratlig gruppe.”

De studerende samles kun to dage per uge og er tilbøjelige til at danne mindre par eller grupper. I dette forløb indgik grupperingerne som en del af undervisningsforberedelsen. Det har været et mål i sig selv at veksle mellem hvem de arbejder sammen med. Betydningen af dette har, set fra de studerendes perspektiv, især været knyttet til nye at de hele tiden har fået nye perspektiver rent fagligt. Og samtidig fremhæves betydningen for gruppodynamikken. Det er primært underviseren, der kan lede denne proces.

6. Underviseren spiller en central rolle som ”social arkitekt” og kulturel leder.

Underviseren fremhæves som vigtig i forhold til at skabe et ”trygt rum” (Dweck, 2006; Edmondson, 1999). En studerende skriver: ”*Kontakten [til underviseren] er vigtig i den forstand, at der fra underviserens side skal opstilles et rum, hvor det er muligt og trygt at kunne stille spørgsmål i plenum*”. I forlængelse her af er der flere passager i mine egne observationer hvor jeg fremhæver særlig aktivitet i grupperne. Her afprøver de studerende flere perspektiver og udfordrer sig selv fagligt ved at teste deres egen analyse/perspektiv ved at tage aktivt del. Jeg lægger mærke til at studerende der ikke altid er aktiv i højere grad tager del i undervisningen når den er organiseret i mindre grupper. Dette kræver at underviseren indtager en rolle som ’social arkitekt’ og kulturel leder. Social arkitekt betyder at underviseren målrettet tilpasser og organiserer de sociale relationer mellem de studerende. Helt konkret fokuserer målrettet på at variere arbejdsværkaberne. Nogle gange med fokus på graden af forberedelse, andre gange med fokus på forskellighed i faglig baggrund og praktisk erfaring. Denne vekselvirkning i gruppekongenstallerne tjener et central formål, når man ønsker at skabe en læringskultur. Team-baseret læringskonceptet er designet således at den samme gruppe arbejder over tid som et team. Her er argumerterne at den metode kræver tillid og at det kræver tid og tilvænning at bruge TBL som metode som alternativ til forelæsning (Parmelee, et al. 2012). Det var formålet at opbygge en tryg læringskultur i en større gruppe af studerende. Dette undervisningsprojekt viser, at det at veksle i gruppessammensætningerne er essentielt. Rollen som kulturel leder betyder, at man som underviser målrettet arbejder med de sociale processer i gruppen gennem: Hvad man lægger mærke til, tester og kontrollerer? Hvordan man fordeler sin opmærksomhed og dermed sine ressourcer? Hvordan man fremhæver og bruger rollemodeller? Hvem der får status og anerkendelse? Hvilke fortællinger der gengives? Hvilke traditioner der fastholdes i gruppen?

Underviseren som social arkitekt og kulturel leder er en rolle, der kan eksperimenteres med som en moderne tilgang til undervisning og læring.

Anvendelsesorienterede perspektiver

Denne artikel bygger på et specifikt forløb. Men samlet set reflekterer den de erfaringer jeg har gjort fra de øvrige forløb i perioden 2015-2020. Fremadrettet vil det være hensigtsmæssigt at udbygge viden om, hvordan underviserens rolle og kompetencer bedst underbygger et skifte fokus fra traditionel tilrette-læggelse af undervisning (i.e. forberedelse af slides til forelæsning med opdateret forskning) til skabelse af en læringskultur.

Afslutningsvist vil jeg fremhæve evalueringsmetoden (Biggs, 2012) med min egen observations- og refleksions log med fokus på ’hvad de studerende gør’ gav dybde i de data jeg havde til analysen. De var vigtige for min egen udvikling og refleksion, fordi det rettede en særlig fokus mod de studerendes adfærd.

Referencer

- Biggs, J. (2012). What the student does: teaching for enhanced learning. *Higher Education Research & Development*, 31(1), 39-55.
- Coghlan, D., & Brannick, T. (2005). *Doing action research in your own organization* (2nd ed.). London: Sage.
- Dubois, A. and Gadde, L. E. (2002), Systematic Combining: An Abductive Approach to Case Research, *Journal of Business Research*, 55, 553-560.
- Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York: Random House.
- Damlund, V (Ed.) (2018). *Undervisning på professionsuddannelser*. Kbh: Gyldendal
- Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, 44(2), 350-383.
- Hodkinson, P., Biesta, G., & James, D. (2008). Understanding learning culturally: Overcoming the dualism between social and individual views of learning. *Vocations and Learning*, 1(1), 27-47.
- Parmelee, D., Michaelsen, L., Cook, S. & Hudes, P.(2012) Team-based learning: A practical guide: AMEE Guide No. 65, 2012; 34: e275–e287
- Slavin (2014) Cooperative Learning and Academic Achievement: Why Does Groupwork Work? *Anales de psychología*, 30, 785-791 <http://dx.doi.org/10.6018/analesps.30.3.201201>

Redesigning a research methods course: Peer feedback as a method to build core skills in research design

Charlotte Albrechtsen, External Lecturer, Department for Marketing and Management, University of Southern Denmark

Tine Wirenfeldt Jensen, External Lecturer, SDU Centre for Teaching and Learning, University of Southern Denmark

Introduction

This paper describes how peer feedback activities were integrated in a research methods course to build core disciplinary skills. Using peer feedback for this purpose draws on the close relation between peer feedback and participant response, as feedback is provided from the perspective of the respondent or interviewee. We present the peer feedback triangle as a model that was used to guide implementation of peer feedback in the course.

When learning how to design and conduct empirical research, many students struggle with the important concepts of validity and reliability, which are related to the quality of the research. While students may be able to demonstrate an intellectual understanding of the concepts, they often fail to apply them in practice when designing questionnaires and qualitative interview guides.

Peer feedback was used to create awareness of how the design of research instruments affects the reliability and validity of the research undertaken. Peer feedback allowed students to test and fine-tune their questionnaires and qualitative interview guides, revealing reliability and validity problems in an early stage of the research process.

Background of the learning activity

The Faculty of Humanities at the University of Southern Denmark offered funding for increasing feedback activities in the faculty's courses in 2017/2018. The goal was to enhance disciplinary learning and heighten student employability. The teacher of the course *Research Design and Methods* applied for funding for consulting with an educational developer and feedback expert on overall course design as well as a student-aimed workshop.

The two-semester course in *Research Design and Methods* is a compulsory part of the Bachelor's degree programme in International Business Communication. The course consists of three hours of weekly lectures, and between 40 and 60 students are typically enrolled. Understanding the concepts of validity and reliability (Brymann, 2016; Kvæle & Brinkmann, 2015; Jensen & Knudsen, 2009) and applying them when designing research projects and research instruments is integral to the course.

The rationale behind the initiative was a recognition of the close relation between peer feedback and participant response. Acting as respondents, peers can provide feedback on for example their understanding of a survey question. The students who created the question could use this information to

gauge the reliability of the particular question. See more examples of how peer feedback can be used to evaluate the validity and reliability of research instruments in Figure 1.

Research methods	Peer feedback
→ For responses to be valid, questions should be unbiased.	→ Peers can provide feedback on possible biases in surveys/interview guides.
→ For a survey question to be reliable, all respondents must understand it as the researcher intended.	→ Peers can provide feedback on their understanding of survey questions.
→ For survey answers to be valid, all relevant answers should be presented to the respondent.	→ Peers can provide feedback on possible answers to specific questions.

Figure 1: Examples of how peer feedback can be used to assess the validity and reliability of research instruments.

Theoretical foundations of the activity

Nicol and Macfarlane-Dick (2006) point out that peer feedback is particularly suited to learning to use evaluation criteria and standards and to apply these to one's own academic work. Likewise, Tai et al. (2018) state that peer feedback can enable students to build evaluative judgement, understood as "the capability to make decisions about the quality of work of oneself and others" in order to become "independent students and eventually effective practitioners" (Tai et al., 2018). Engaging in peer feedback has a learning potential that by far exceeds the specific course, as Lui and Carless argue it can enable students "to take an active role in the management of their own [self]learning" (Liu and Carless, 2006).

However, peer feedback activities do not always reach this potential (Paulus, 1999). If key elements are overlooked, peer feedback is not likely to work. Therefore, the students were presented with the peer feedback triangle, which was developed by feedback expert and educational developer Tine Wirenfeldt Jensen (Jensen & Jensen, 2011; Jensen, Jensen & Jørgensen, 2013). The model points to the three fundamentals of successful peer feedback: 1. the existence of a shared feedback object and a shared understanding of the status of this object, 2. the existence and use of shared feedback criteria (Nicol & Macfarlane-Dick, 2006) and 3. the application of well described feedback methods.

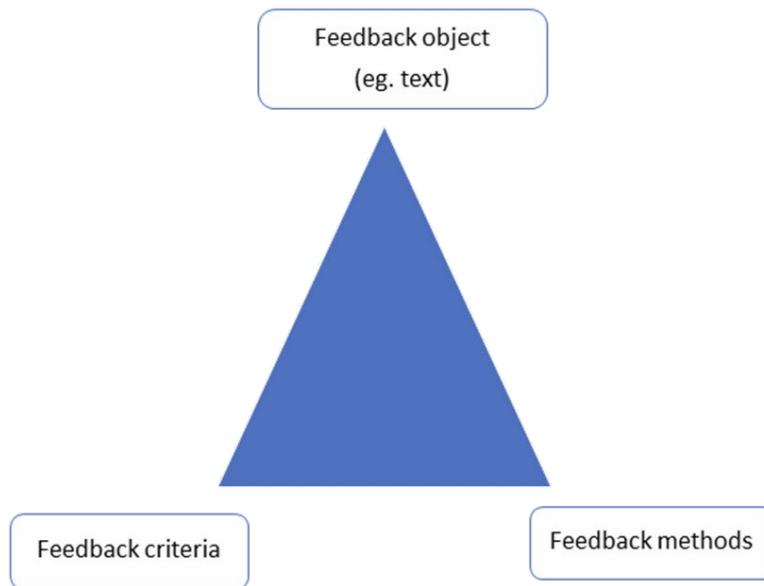


Figure 2: The peer feedback triangle.

Learning objective and description of the activity

The objective of the peer feedback activities was to build core disciplinary skills related to designing and conducting empirical research by assessing the validity and reliability of research instruments.

Three types of peer feedback activities were implemented in the course:

1. A three-hour workshop by an external feedback expert introduced theory on peer feedback and research-based peer feedback methods to enable students to conduct peer feedback independently in a qualified manner. The peer feedback triangle (Figure 2) was used as a theoretically grounded model for engaging in effective peer feedback. Peer feedback was presented to students as a method to build core disciplinary skills.
2. Shorter in-class peer feedback activities (10 - 20 min.) were integrated into the lectures. E.g. preparing, giving and receiving peer feedback in groups on phrasing of survey questions using explicit criteria and methods (Albrechtsen & Jakobsen, 2018).
3. Longer scaffolded peer feedback activities (30 - 45 min.) connected to the students' own exam projects were carried out by the students between the lectures. E.g. testing an interview guide. Students reflected upon the learning outcome of these activities in writing by answering a few open questions in a work sheet, which was afterwards sent to the teacher. The teacher would then summarize students' experiences with the activities in class. The teacher's summaries served to integrate the feedback activities into the classes and also had a motivational function, as insightful reflections from different groups were highlighted.

Experiences with the activity

The students took part in the peer feedback activities throughout the course. Nearly all students chose to participate in the elective feedback workshop. Students engaged actively with criteria to train core concepts and skills, especially in the workshop and during in-class activities. In these settings, peer feedback both served as a method to build core disciplinary skills as well as a general method to increase student engagement.

However, the majority of students did not carry out the longer scaffolded group activities between the classes. They might have needed more support and motivation in order to engage with these activities. There seems to be a tendency among students to perceive activities between lectures as less central to the course or even optional. In the following courses, some of the longer, scaffolded activities were therefore converted into in-class activities instead of taking place between lectures. Some of the in-class peer feedback activities were also further developed and implemented in the following courses.

Seventeen students choose to participate in the final course evaluation, which was conducted by using a standard form provided by the department. Thirteen students agreed that they were in the process of acquiring the competencies central to the course. Interestingly, the students to a much lesser degree indicated that they had increased their generic academic skills, even though they had engaged extensively with peer feedback on both a theoretical and practical level throughout the course. The specific term peer feedback was not used on the form, they were asked to evaluate their “generic academic skills”. This might point to a need to enable students to recognize that peer feedback contributes to building not only core but also generic skills and possibly also a need to jointly explore the meaning of the concept of generic academic skills as used in the evaluation form.

Conclusion

Peer feedback was integrated into a redesign of a research methods course to help students gain a practical understanding of the concepts of validity and reliability through an awareness of how the design of research instruments affects the quality of the research. Peer feedback was especially suited to this purpose because of the connection between peer feedback and participant response.

The redesign created space for the students to engage more actively with criteria to train some of the competencies needed when conducting empirical research. By participating in feedback activities, the students seemed to acquire generic academic skills related to peer feedback, although they did not recognise this when evaluating the course. Both students’ and teachers’ perception of the concept of generic academic skills might be explored.

Other teachers who wish to integrate peer feedback into their courses could consider if there are any specific core disciplinary skills where peer feedback activities would be particularly suited. It is important to provide the tools necessary for students to engage in high quality peer feedback. Moreover, consideration must be given to how feedback activities are incorporated into the course design – whether they are placed in class or between lectures, and how students may be supported and motivated to carry out peer feedback activities on their own.

References

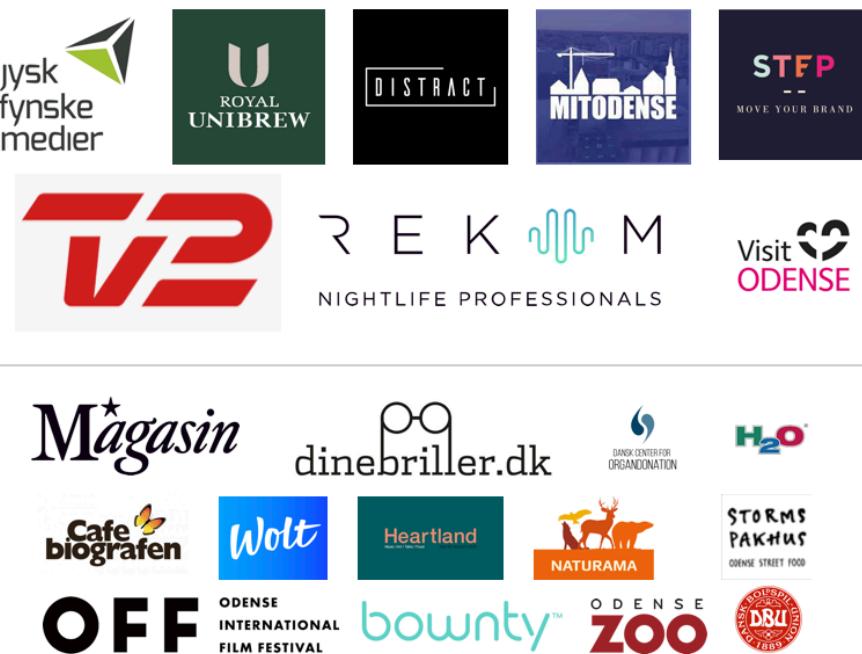
- Albrechtsen, C., & Jakobsen, I. C. R. (2018). *Spørgeskemaer der virker: Sæt modtageren i centrum.* Frydenlund.
- Bryman, A. (2016). *Social research methods.* Oxford University Press.
- Cho, K., & MacArthur, C. (2011). Learning by reviewing. *Journal of Educational Psychology, 103*(1), 73.)
- Gibbs, G. (1999) Using assessment strategically to change the way students learn, in: S. Brown & A. Glasner (Eds) *Assessment Matters in Higher Education: Choosing and Using Diverse Approaches* (Buckingham, SRHE/Open University Press).
- Hanrahan, S. J., & Isaacs, G. (2001). Assessing self-and peer-assessment: The students' views. *Higher Education Research & Development, 20*(1), 53-70.
- Jensen, J. M., & Knudsen, T. (2009). *Analyse af spørgeskemadata med SPSS: teori, anvendelse og praksis.* Syddansk universitetsforlag.
- Jensen, TW & Jensen, GS (2011), 'Engaging students in the peer-feedback process - improved peer-feedback on texts through the conceptualization of a board game". In *Proceedings of ICERI2011 Conference.* p. 4500.
- Jensen, TW, Jensen, GS & Jørgensen, AH 2013, 'Tekstfeedbackspillet: en metode til at strukturere peer feedbackprocessen'. i R Troelsen & L Rienecker (red), *17 ting, du kan gøre ved din undervisning: DUNK12 Konferencepublikation.* Dansk Universitetspædagogisk Netværk (DUN), s. 61-66.
- Kaufman, J. H., & Schunn, C. D. (2011). Students' perceptions about peer assessment for writing: their origin and impact on revision work. *Instructional Science, 39*(3), 387-406.
- Kvale, S., & Brinkmann, S. (2015). *Interview: Det kvalitative forskningsinterview som håndværk.* Hans Reitzels Forlag.
- Liu, N. F., & Carless, D. (2006). Peer feedback: the learning element of peer assessment. *Teaching in Higher education, 11*(3), 279-290.
- Nicol & Macfarlane-Dick. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education, 31*(2), 199-218.
- Nicol, D.J., Thomson, A., & Breslin, C. (2014). Rethinking feedback practices in higher education: a peer review perspective. *Assessment & Evaluation in Higher Education, 39*(1), 102-122.
- Paulus, T. M. (1999). The effect of peer and teacher feedback on student writing. *Journal of second language writing, 8*(3), 265-289.
- Tai, J., Ajjawi, R., Boud, D., Dawson, P., & Panadero, E. (2018). Developing evaluative judgement: enabling students to make decisions about the quality of work. *Higher Education, 76*(3), 467-481.
- Topping, K. (1998). Peer assessment between students in colleges and universities. *Review of educational Research, 68*(3), 249-276.
- Wanner, T., & Palmer, E. (2018) Formative self-and peer assessment for improved student learning: the crucial factors of design, teacher participation and feedback, *Assessment & Evaluation in Higher Education, 43*:7, 1032-1047

Springboard festival – Companies and students in a kind of collaboration

Morten Ploug Henriksen, External Lecturer, Department for the Study of Culture, University of Southern Denmark

Introduktion

“Medieproduktion – sociale netværksmedier” var et nyt fag på Medievidenskab I foråret 2019, og det at arbejde med medieproduktion til sociale medier var også nyt for de studerende. Faget blev derfor designet til at give de 74 studerende høj grad af praksislæring og stærk forbindelse til relevante virksomheder. De studerende skulle her forstå og lære hvilke udfordringer virksomheder står overfor i dagligdagen, og anvende deres teoretiske kompetencer til at løse virksomhedernes udfordringer. Det var et samspil mellem praksis og teori, hvor 8 gæsteforelæsere var inviteret ind i undervisningen henover semesteret, og hvor en afsluttende Springboard festival dannede rammen om dette samarbejde. Med Springboard festivalen have de studerende løbende mulighed for at teste deres arbejde af i praksis og springe ud i arbejdsmarkedet ved at bygge relationer. Enkelte fik studiejob med fokus på sociale medier undervejs i faget og fik dermed rigtig gode forudsætninger for at teste sig selv af i det fremtidige arbejdsmarked. Springboard festivalen blev afholdt hos Anarkist (Albani), hvor de studerende også kunne få feedback fra virksomhederne samt fejre deres gode arbejde sammen med virksomhederne. I Figur 1 ses de virksomheder, som deltog i faget ved at være gæsteforelæsere eller ved at samarbejde med de studerende.



Figur 1. De virksomheder der deltog i Springboard festivalen.

Hvilke læringsmål knyttedes til aktiviteten?

Underviseren ønskede at understøtte mål om at øge employabilitet ud fra Dacre Pool & Sewell (2007).

Her fokuserede vi samarbejdet særligt på ”experience”, hvor de studerende fik erfaringer med praksis cases, ligesom vi fokuserede særligt på ”emotional intelligence”, hvor de studerende udviklede personlige og sociale kompetencer i relation til den måde branchen arbejder på.

Initiativet gav de studerende særlig viden om:

- Virksomhedernes praksisanvendelse af sociale medier
- Karrieremuligheder i små og store virksomheder, der arbejder med sociale medier
- Hvordan et godt samarbejde med virksomhederne kan opbygges og udvikles

De studerende har efter dette forløb kompetencer til at:

- relatere fagligt stof til en praksisverden
- se sig selv i en professionel virksomhedskontekst
- drage paralleller mellem virksomhedernes praksisanvendelse af sociale medier
- skabe kontakt til virksomheder
- anvende designmodeller på praksisnære cases
- relatere begrebet deltagelse til virksomheders praktiske anvendelse af sociale medier i den daglige udvikling af content til flere platforme

Springboard festivalen var den afsluttende del af undervisningen og gav derfor de studerende en indikation af, hvad de kunne forbedre til den afsluttende eksamen. Hertil dannede Springboard festivalen grundlag for flere efterfølgende møder om brug af medieproduktionerne mellem studerende og virksomheder samt mellem underviser og virksomheder. Dette gav grundlag for virksomhedernes brug af medieproduktionerne og videre arbejde med strategier samt ideer.

Fagets læringsaktiviteter

Springboard festivalen dannede den afsluttende ramme for fagets forløb, som den sidste 14. lektion i fagets lektionsplan. Dermed samlede springboard festivalen de mest interesserede virksomheder i et dommerpanel der vurderede de studerende produktioner. Flere af virksomhederne havde været inde med oplæg undervejs i undervisningen og dem med mest relevans blev spurt om de ville deltage i Springboard festivalen. Underviseren og de studerende arbejdede ud fra designmodeller og underviser fungerede som en form for facilitator for de studerende. Dermed var undervisningen bygget på Reeve’s (2006) principper om fordelene ved at facilitere, og Larsen, Van Loon & Andersen’s (2016) drejebog og praktiske redskaber til at styre faciliteringen. Dette gav de studerende friere rammer til at drive deres projekter frem, og det gav de studerende mulighed for at arbejde med flere forskellige emner, der relaterede sig til kernekursus i faget.

Grupperne blev dannet med udgangspunkt i Edmondson (2012), hvor ”teaming” og sammensætning af grupper af studerende med komplimenterende kompetencer kan lede til et styrket læringsudbytte.

Kontakten til virksomhederne byggede især på underviserens eksisterende erhvervsnetværk og kendskab til de aktuelle udfordringer som virksomhederne står overfor. Kontakten blev derfor bygget op både fysisk via andre arrangementer, over telefon og via e-mail. Virksomhederne blev nogle gange præget flere måneder

inden forløbet startede, men kunne også blot genbekræfte en interesse for at deltage via e-mail kort inden semesterstart. Løbende måtte underviser skifte nogle virksomheder ud med andre, da nogle virksomheder løb ind i tidspres eller andre vigtige opgaver på dage hvor de skulle holde oplæg på SDU.

Samarbejdet med virksomhederne vil vi fortsat udbygge i det omfang at virksomheder og studerende finder det relevant. Der blev udarbejdet en kort video om initiativet, som kan ses her:

<https://www.youtube.com/watch?v=T5AaJFMMU9E&t=9s>

Evaluering

Medievidenskabsuddannelsen har gennem dette kursus fået et stærkere samarbejde og relation til virksomheder, hvor praksisnære perspektiver kan testes af i fremtiden.

Det var tydeligt, at de studerende lærte meget ved at arbejde sammen med virksomhederne om praksisnære udfordringer. Med anvendelse af designprincipper og designtænkning fik de studerende mulighed for både at fejle og ramme plet med deres sociale medie produktioner sammen med virksomhederne. Denne didaktiske metode fungerede som et procesredskab, hvor de studerende kom igennem enkelte faser såsom undersøgelse af udfordringen, idéudvikling, prototypeudvikling og test af løsning. Det motiverede de studerende at tale med erhvervsledere og fagprofessionelle fra det fremtidige arbejdsmarked, som de skal ud på. Det var tydeligt, at mange af grupperne var motiveret af at leve op til virksomhedernes forventninger, og at de studerende ønskede at gøre et godt indtryk over for virksomhederne. Undervejs blev flere social medier anvendt i undervisningen, hvilket understøttede aktiv læring om sociale medier (Dron & Anderson, 2014). Læringen foregik altså samtidig med at aktuelle aktiviteter fandt sted på de sociale medier, og de studerende kunne forholde sig til dynamikker og momentum for forskelligartet socialt medieindhold. Her fik de studerende mulighed for at producere indhold baseret på de værktøjer, som virksomheder sad inde med. Vi så for eksempel grupper eksperimentere med 360 graders VR-udstyr, designe snapchatlinser og opbygge nye kampagner med influencere.

Flere grupper fik på baggrund af deres designarbejde udnyttet deres kontakt med virksomhederne til at få implementeret og anvendt deres medieproduktion hos virksomhederne, som brugte de studerendes videokampagner eller indholdsopslag på Facebook og Instagram. Her brugte virksomhederne konkurrencer, koncepter og små kampagner, hvilket gav de studerende læring om brugen af social medie indhold. Virksomheden Dine briller brugte for eksempel et influencer opslag, og webshoppen Bownty brugte en konkurrence ved navn #HvadFåckErEnDeal. Nedenfor kan du se eksempler på disse to opslag (FIG ...).

Indholdsopslag på [dinebriller.dk's facebookside](#):

Dinebriller.dk
Offentligt + Album ▾

Beautiful Tina Maria wearing our iconic Emma Tortoise 😎☀️ All styles DKK 269 incl. logo case and shipping. #dinebrillerdk
Shop your favourites now: www.dinebriller.dk

Bownty 26. marts ·

KONKURRENCE 🎉

Åh, fåck dit liv.. Det er sidst på måneden, din SU røg på shots i weekenden, og du har lige betalt 40 kr. for en LILLE latte. At være studerende er slet ikke så blæret, som du troede! Hvor bliver alle de der cafepenge lige af?

Heldigvis kender Christian fra din studiegruppe et vanvittigt trick, der både giver dig råd til studiebøgerne, fredagsbaren OG blogger-brunch på lørdag: "Du kober bare en deal!" Nu sidder du nok og tænker: "Hvad fåck er en deal?", men don't U worry - Christian got your back! 🙌

Kender du også en, der kan bruge Christians trick? Fortæl os hvem og vær' med i lodtrækningen om en valgfri deal til en værdi af 400 kroner! Det eneste du skal gøre er:

- Følg Bownty på Instagram (@bownty_dk) og Facebook
- Like videoen
- Fortæl os hvem af dine venner du vil dele gevinsten med

Vi finder en vinder d. 27 maj 2019. Vedkommende får direkte besked!

Kan du ikke vente så længe? Tjek alle fede deals i dit nærområde i vores app: <https://llk.dk/nb1pu5>

#HvadFåckErEnDeal

15 kommentarer 3 delinger

Figur 2: eksempler på de studerendes produktioner

Opnået effekt og erfaringer

I løbet af faget fik mindst 4 af de studerende nye studiejobs som social medie manager, og de studerende kunne anvende viden om digital annoncering i frivillige sammenhænge. Fra starten af var det et klart mål at understøtte de studerendes muligheder for at få gode fremtidige jobs baseret på praksisforståelse. Det skulle dermed understøtte en livslang læring sådan som Cobb (2013) skriver om i sin bog "Leading the learning revolution". Flere og flere unge kunne tænke deres læring som en del af et livslængt projekt, hvor de igen og igen skal udvikle kompetencer. Dermed opnåede de studerende en højere grad af kompetencer inden for selvregulerede læring, hvor Dabbagh & Kitsantas (2012) peger på flere gode muligheder for at udvikle undervisningen mod fremtidens arbejdsmarked. Her kan både den formelle del af undervisningen videreudvikles, mens den mere uformelle dialog med virksomhederne kan give en anden form for selvreguleret læring.

Videre perspektiver og anvendelse af tilgang i andre fag

Formatet og fokusset i faget Medieproduktion kan indarbejdes flere steder og i flere fag, hvor man ønsker en mere praksisnær læring. Det kan være i felter hvor udviklingen går meget hurtigt, og der er brug for at være tæt på praksis, såsom ved de sociale medier, der er i konstant udvikling. Arbejdet med virksomheder kan virke som et inspirerende initiativ for nogle og tilgangen til virksomhederne kan hjælpe flere undervisere med at koble deres indhold på praksisnære udfordringer. På længere sigt kan undervisere styrke deres fokus på jobrettet indhold og employabilitet i det faglige indhold. Dette vil give en godt samspil mellem teori og praksis, som kan bruges i en afsluttende Springboard festival. Forløbet vil være oplagt til at stimulere den professionelle interesse for fagets indhold og bygge bro til arbejdsmarkedet på en ny måde.

Referencer

- Edmondson, A. C. (2012). *Teaming: How organizations learn, innovate, and compete in the knowledge economy*. John Wiley & Sons. (kap. 5 – Failing better to succeed faster)
- Larsen, L., Van Loon, C. & Andersen, H. H. (2016). *Facilitering – Skab resultater gennem involvering*. Jurist- og økonomiforbundet.
- Cobb, J. (2013). *Leading the learning revolution: the expert's guide to capitalizing on the exploding lifelong education market*. Amacom Books.
- Stice, J. E. (1987). Using Kolb's Learning Cycle to Improve Student Learning. *Engineering education*, 77(5), 291-96.
- Reeve, J. (2006). Teachers as facilitators: What autonomy-supportive teachers do and why their students benefit. *The elementary school journal*, 106(3), 225-236.
- Dacre Pool, L., & Sewell, P. (2007). The key to employability: developing a practical model of graduate employability. *Education+ Training*, 49(4), 277-289.
- Dabbagh, N., & Kitsantas, A. (2012). Personal Learning Environments, social media, and self-regulated learning: A natural formula for connecting formal and informal learning. *The Internet and higher education*, 15(1), 3-8.
- Dron, J., & Anderson, T. (2014). *Teaching crowds: Learning and social media*. Athabasca University Press.

Using the drawing answer type in a student response system

Henrik Skov Midtiby, Associate Professor, Mærsk Mc-Kinney Møller Institute, University of Southern Denmark

In this workshop a new student response system is introduced. The new system is named Classroom Shared Drawing and is developed at the University of Southern Denmark.

There are multiple purposes for using a student response system. A typical purpose is to gain an insight into the students understanding of the current topic. A beneficial side effect is that the use of a student response system breaks the rhythm in a classical lecture. Most student response systems rely on questions where the students should either write a short free text answer or select one or more elements from a list. These types of questions have some disadvantages. For the free text answer, it is difficult to summarize multiple answers and therefore the teacher must skim through all answers to get an overview of the students' responses. It is much easier to summarize multiple choice questions, as it is enough to count the number of students that have selected each possible answer. For us as lecturers the difficult thing about a multiple-choice question is that we must write it. To write a suitable multiple-choice question you need to both have extensive knowledge about the topic of interest and knowledge about typical ways that students misunderstand the topic. In practice this means that it is nearly impossible to create a multiple-choice question from scratch during a lecture. A lecturer could also completely avoid the use of a student response system and instead pose questions to the entire class and then select a single student to answer the question. The advantage of this approach is that the particular student can give a very detailed explanation that is heard by the entire class. The disadvantage is that only a single student will be heard, and as a lecturer you have no clue about how the remaining part of the class understands the topic. The use of a student responses system also encourages all students in the class to participate actively and take ownership of their own learning.

The main idea of the new student response system is to use hand drawn sketches as an answer type. The benefit of using drawn sketches as an answer type, is that they are easy to summarize graphically. Given multiple sketches they can be placed on top of each other to make one common image containing information from all students at once. But for the combined image to make sense the students must make the sketches in a common way if not the joint drawing would be an utterly mess. To guide the students drawing we suggest giving them a template or baseline drawing they need to augment with their answer. The benefit of the sketch answers is that they don't have this bandwidth limitation as the other answered types we have discussed. Therefore, it is possible for a lecturer to both gain detailed information about how students work was a problem, get answers from the entire class and get a summary of all the answers in an easy way. A desirable side effect is that it in most cases will require more effort of the student to draw an answer than to select an answer from a given list of choices.

The classroom shared drawing system was tested in multiple occasions in a first-year calculus course during fall 2019. Through the system template, images were pushed out to the student devices (smart phones, computers or similar). After receiving the template image each student drew their answer on top of it and

all the drawings was sent back to the lecturer in real time. In the teacher dashboard the lecturer could follow the work of individual students and the joint work of the entire class. This enabled the lecturer to revisit material when needed and to pursue knew topics when the class was ready for that. Two examples of questions and the student's responses are given below.

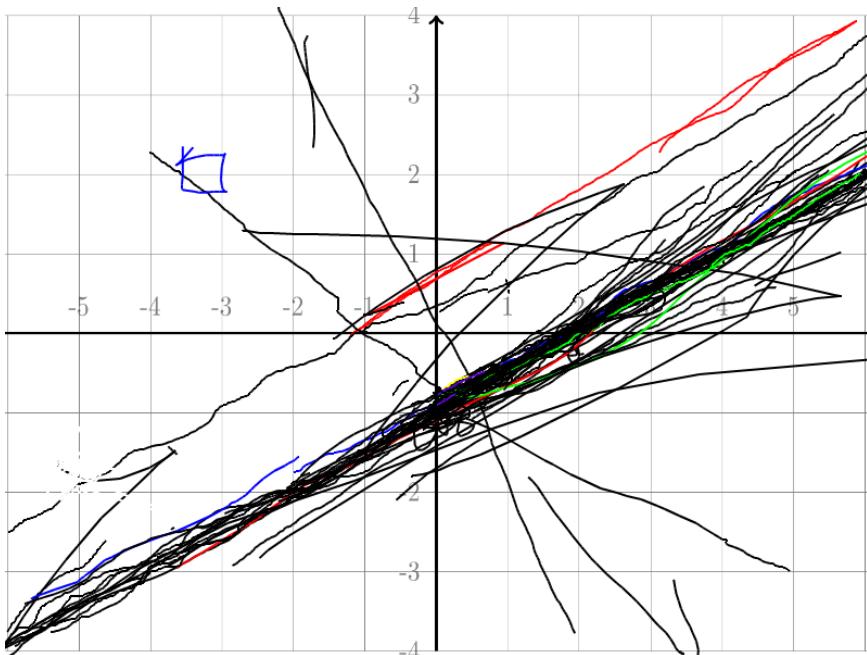


Figure 1: Example of a shared drawing where the students demonstrated mastery of the skill. The given task was: "Sketch the equation $y = 0.5x - 1$."

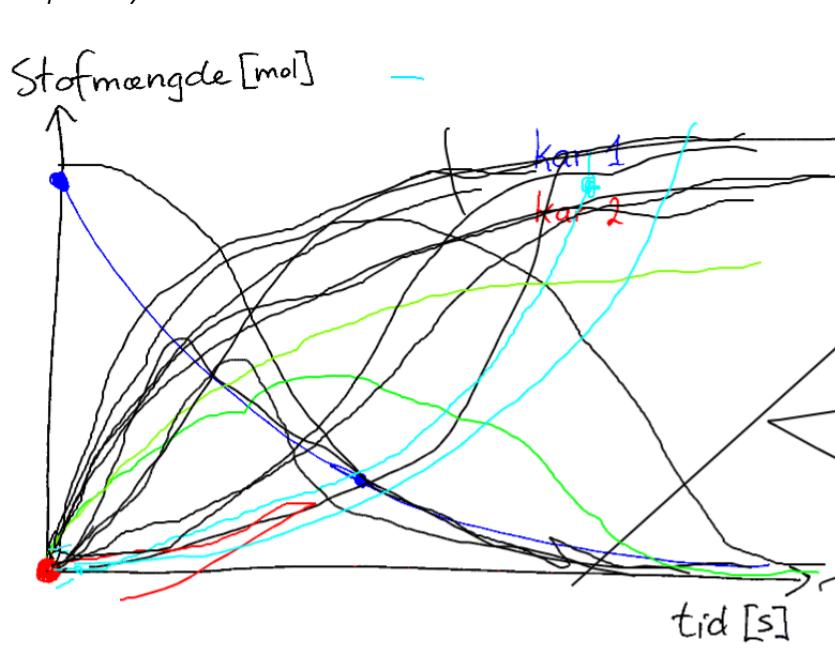


Figure 2: Example of a shared drawing indicating a broader need for teacher clarification. The given task was to sketch the amount of a compound in a chemical reactor over time.

To use the system in the classroom takes some time. Used in a proper way it provides the lecturer with detailed knowledge about the class' understanding of the topic, see figure 1 and figure 2.

Evaluation of the experience

A short survey about the Classroom Shared Drawing system was completed by students from the calculus class, in the survey the students were asked to describe one thing they liked about the system and one thing they thought could be improved. The students like to see how other students have answered a certain question, this gives them the opportunity to evaluate their own understanding of the topic relative to the rest of the class. This is supported by the system, as the lecturer can share the common drawing on the projector after all students have submitted their answers. The students note that the system was easy to access, and they like that the system was anonymous, so that the lecture could not identify individual students. A few things that could be improved according to the students was to add the possibility of erasing part of their answers and that some of the other students disturbed the rest of the class by drawing funny little pictures as answers. As a lecturer I find this tool to be highly engaging for the students, they really like to demonstrate their understanding. I am aware of two things that should be improved: I miss some way for the students to indicate when they have completed the posed question and the students should be given access to an eraser so they can remove errors in their responses.

Transferability

Until now the system has only been tested in a calculus environment, but we expect that the system can be used in the large variety of classrooms. Especially in courses where visual models are used it should be possible to benefit from the system. A few concrete examples of visual models are a map of the human body (anatomy), an illustration of how light passes through a lens (optics), an interaction diagram between elements in a software system (software engineering), a plot of a function (mathematics) and a diagram of an electric circuit (electronics). A lecturer could ask the students to locate problematic elements of a design (e.g. a bridge) that has several flaws.

We have used three types of different graphical questions for the students. In the first type of questions students should locate or identify a certain element in the image that is pushed out to them (see figure 3). In the second type of question the students should match two sets of objects with each other (see figure 4) and in the third question type the student should draw an object with a given set of properties. As an example of the third question type, we have asked students to draw a mathematical function in a coordinate system that was provided to them (see figure 1). It was found to be feasible to invent new questions during a lecture if deemed necessary. To create a new question the lecturer must provide a template that can be pushed to the students and an explanation of the task to be solved. It is often possible to use the same template for multiple questions, which makes it easier to create new questions. I have used a coordinate system as a template multiple times and then asked the students to draw different functions on the template. When the system is used with many students, it is difficult for the lecturer to maintain an overview of the work by the individual students; here it is especially important to use a suitable template for the posed questions. If there is enough time for the lecturer to look at each student work independently, the lecturer can interact with the students one by one and draw on their responses and thus provide them with individualized feedback.

We will continue to develop the system in 2020 and 2021 based on input from lectures. To learn more about the system you can watch the two videos that are linked to below.

Demonstration of the Classroom Shared Drawing system:

<https://www.youtube.com/watch?v=O2wiqKcwCE>

Video summary of the workshop:

<https://www.youtube.com/watch?v=sD2vhBZPzOc>

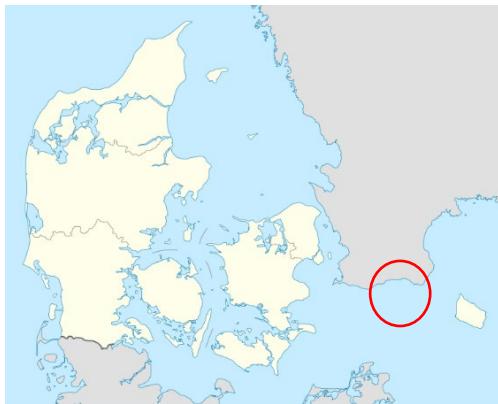


Figure 3: Example of a graphical question where a certain object in the image should be located. Here the students should mark the location of Bornholm (shown with a red circle).

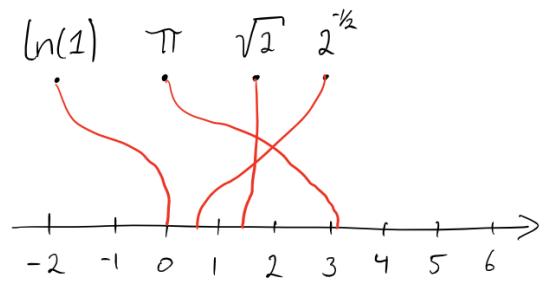


Figure 4: Example of a graphical question where some elements should be matched with another element. The intended student response is shown in red.

Employability – Using Design Activities to Enhance Students' Reflections on Value and Meaning

Kirsten Bonde Sørensen, Docent, Danish School of Media and Journalism

Abstract

There is a wide consensus that the future labour market will be very different from today and will also increasingly be dominated by free agents (Weforum, 2018, Upwork, 2018). To meet the radical changes in the market, educational institutions are searching for new initiatives. Lately, a novel concept has arrived, also in educational institutions, *employability*. The term *employability* is subject to a variety of definitions. In this paper, we subscribe to Cole & Tibby's (2013) definition of employability that focuses on enabling students to be successful, not only in their working life but also in their personal lives. In the field of design research and practice, we see new initiatives that aim at helping young people develop new competencies, skills and activities to create quality in life (SIGWELL, Design Research Society) and to design both a meaningful private life and a fulfilling working life (Birsel, 2015, Burnett & Evans, 2016). In this context design is not concerned with the creation of a product, rather, design skills are being used on a personal level.

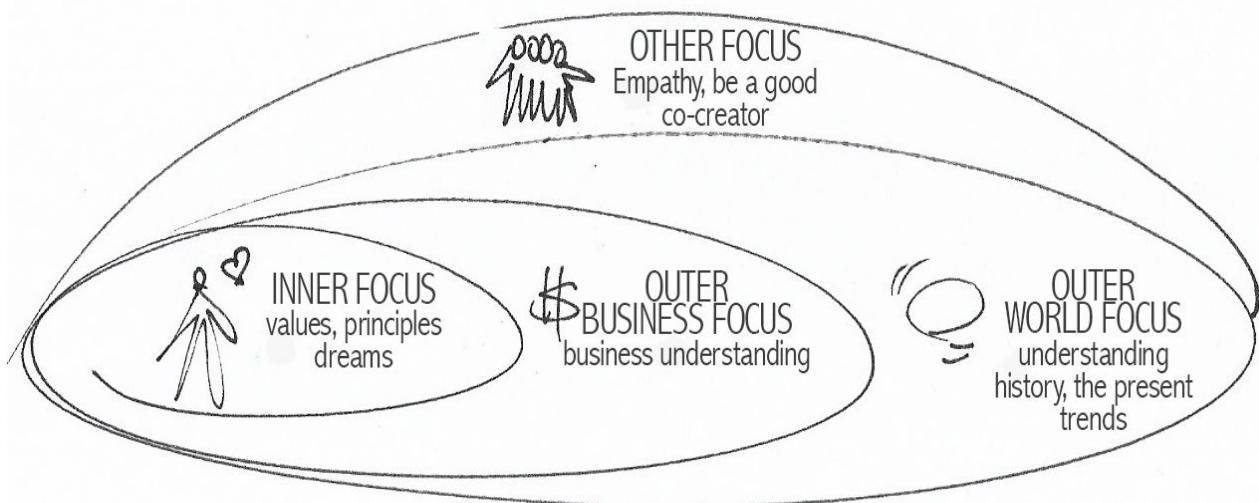
In this paper, which has its foundation in the field of design, we present a brief framework, the 4-Foci Model that is associated with the concept of 'a life design attitude' (Sørensen, 2019). This paper argues that to enhance employability in an educational setting, one activity could be introduced early in the education, namely training students to focus on two questions: *How can I use my knowledge and practice to create value for other people?* And *how can I use my knowledge and practice to create value and meaning in my life?* In a world where human beings are increasingly searching for meaning and purpose (Sinek, 2011, Pink, 2009) we tend to overlook the idea of letting students focus on *the value and meaning* they can create in real life. Although these questions appear to be a rather simple activity, they are challenging and require creative design competencies, such as seeing different perspectives, reframing, imagining, empathizing, etc. The paper presents insights from a workshop for 100 journalism students. The paper points to the central role of creativity and design activities in education.

Introduction

Many educational institutions are tremendously focused on *entrepreneurship*. Typically, these initiatives are offered to students at the very end of their studies. This leads to the idea that entrepreneurship is 'a tool' or a 'quickly learned competence' rather than 'an attitude' or an entrepreneurial 'spirit' (Blenker et al., 2011) that needs to be practiced during the entire education (Sørensen, 2019, Sørensen & Davidsen, 2017). Lately, employability is also being introduced in educational institutions. At Aalborg University (DK), employability is described as the ability to create value: Employability is "...*the individual's ability to gain access to and be able to work in the labor market...employability relates to the student's growing professional and personal insight, knowledge and skills, and influences the ability to create value in the labor market*" (karriere.aau.dk). Employability is about the ability to create more than economic value. In

in this current research project (Sørensen, 2019) we subscribe to Cole & Tibby's (2013) definition of employability as lifelong learning: "*It is about supporting students to develop a range of knowledge, skills, behaviors, attributes, and attitudes which will enable them to be successful not just in employment but in life.*" We also endorse their definition because it embraces the perspective of life in a broader sense. It relates to a new interest – and need for – not only helping students get a job, but also guiding students in creating a meaningful personal life as well as a working life. According to recent research into youth culture, young people need 'tools for life's maze' (Katznelson, 2018). Furthermore, a recent rapport from OECD claims that educational institutions need to focus not only on students getting a job but also on how students learn to create 'quality in life' (OECD, 2018).

'Design' is typically associated with product design or the styling of words or products, like packaging or a campaign. Yet, design is increasingly used in various innovative processes in businesses, society and government (designcouncil.org.uk). Lately, design is also being integrated on a personal level, as in the terms 'life design' or 'design for quality of life' (Sigwell, Design Research Society). At Stanford University more than a thousand students have taken a course in 'life design' and with good results (Burnett & Evans, 2016). Inspired by this research and previous research in design for personal value clarification (Sørensen, 2011, 2012, 2013) we are working on the development of 'an attitude' together with the 4-Foci Model. The intention is to offer students some training in 'life design' (Sørensen, 2019) and in the 4-Foci Model, which invites people to balance: 1) an inner focus, 2) an outer, business focus 3) an 'other', human-centred focus and 4) an outer world perspective.



THE 4 FOCI MODEL:

- **Inner focus** — focus on your values, your strengths and weaknesses, what you are passionate or curious to try out, how to take care of yourself.
Related to inner focus is e.g. knowledge about the brain, how to take care of yourself, focus, control of your thoughts.
- **Outer business focus** — how you can transform what you are good at into something that adds value in a business or in the world.
Related to the outer business perspective is basic knowledge about a business, business modelling, value propositions and users's pain and gain.
- **Other focus** — how to understand and interact with other people. How to co-create and be a good 'co-creator' yourself.
Related to 'the other focus' is knowledge about ethnography, user research, empathy mapping, how to understand other people, how to co-create, build communities and be a good co-creator and citizen yourself.
- **Outside world focus** — how to understand the world, your history, the present, society, democracy, the changing values and trends.
Related to 'the outer world' perspective is knowledge about time and history, democracy.

Fig. 1: The 4-Foci Model (Sørensen, 2019)

As mentioned, a central element in the understanding of employability is *the ability to create value* (AAU, 2019). It could be in your life (an inner focus), for other people (other focus) or in a business (outer business focus), an organization or the world (an outer world focus). In a world, where human beings are increasingly searching for meaning and purpose (Sinek, 2011, Pink, 2009) we tend to overlook the idea of letting students focus not only on *the value and the meaning* they can create in real life, among users, and in a business context, but also on how to create value and meaning in their lives – early on in their education. As Ken Robinson argues, “you need to find your element,” which to Robinson includes exploring the diversity of intelligence, the power of imagination and creativity, and the importance of commitment to our own capabilities. But according to research (Katznelson, 2018), young people are abandoning their dreams; they have difficulty formulating a sense of who they are; they have difficulty explaining what is important to them. Many young people are limited by a performance culture. Joan Husted, career advisor at DMJX, explains that students are increasingly asking themselves: *Is this the right education for me? Will it create meaning and value in my life? What does my future look like with this education?* Students are looking for value and meaning in life, but they need guidance. To demonstrate how a journalism education can be used our career advisor asked five journalists to describe their very different careers. The students' response was, “we cannot see ourselves in *any* of the five different careers or as a more traditional journalist; therefore we are considering quitting.” This example reveals a very narrow-minded perspective of each of the different types of careers, rather than recognizing them as an inspiration for other and additional ways of building a career. This points to an urgent need for creative competencies and flexible thinking (Katznelson, 2018): to envisage new opportunities and also imagine various ways in how a specific practice can create value and meaning both for users and for oneself – in an inner and an ‘other’ focus.

Experiments

The experiment we refer to here is a new and optional workshop, “Preparation for Internship” at the Danish School of Media and Journalism (DMJX). However, in order to prepare students for a larger future, we extended the scope of the course. The workshop now aims at guiding the students in their preparation for an internship but also helping them to prepare for their future personal life and working life. We intend to train the students in specific design activities: mapping experiences, expressing who they are, what they

want, recognizing broader perspectives, changing perspectives (reframing) and prototyping different future scenarios (Sørensen, 2019). Our 3-day workshop was part of a week-long course. On the first day of the workshop around 100 students participated; on days 2 and 3 there were 45-50 participating students. The full research is described in another paper (Sørensen, 2019), whereas this paper will focus on and elaborate on two assignments: 1) expressing an ‘inner focus’ and 2) switching focus and perspective from ‘an inner focus’ to ‘an outer business focus’ including imagining and empathizing with users. In the workshop, the students were introduced to the Business Model Canvas (Osterwalder and Pigneur, 2012), which is a simple and easy-to-understand business model. Moreover, they were presented with the idea of describing different ‘value propositions’ (Osterwalder et al., 2014) – the value you are offering your users.

Today the students (and some teachers) often tend to focus on the final product: an article, a podcast e.g., which is different from focusing on the experienced value that your product creates for other people.

An elaboration of the two assignments follows:

1. Inner focus: Map your experiences, describe yourself: your life journey, your heroes/role models
2. From ‘inner’ to ‘outer’ focus: *Try to transform your inner focus, what you are good at, into something that adds value in a business and/or for some users/a specific user: An example: An inner focus perspective: “I am passionate (my interest) about making podcasts for young people.” A reframing into an outer, business and user perspective could be: “Young people often feel lonely (my user’s pain). I can offer/intend to learn (as I am a student) to develop podcasts and interaction with young people in a way that makes them feel included and part of a community (what my users gain)”**

Research data

In the research we have used mixed methods, combining qualitative and quantitative research methods (Brannen, 2007). Our research data consists of the following elements: 1. PADlets: 36 students have submitted a personal PADlet with assignments. 2. A questionnaire: 40 students participated in an on-line questionnaire. Video interviews: 10 students participated in a personal video interview about their experiences from the workshop.

Insights from the journalism workshop

On day 1 the 100 students were working with ‘an inner focus’. The students had to express more personal issues, like describing themselves, their life journey, heroes etc. On day 2 & 3, 50 per cent of the around 100 students did not participate. According to Pia Færing, Head of Internship at DMJX, many students feel discomfort expressing more personal issues, like describing themselves. One student said: *“It was a bit challenging [to do the workshop]. I got frustrated at the fact that I had to describe myself.”* Færing argues this might be an obvious reason why so many students did not participate, which is in line with Katzenelson’s research and definitions (2018). On day 2 & 3 most of the 50 participating students generally had fewer problems expressing their inner focus. Yet, they had difficulties formulating the value they create in a business organization and/or for end-users. Most descriptions started with a personal perspective, from ‘an inner focus’ like this example, *“I would like to write good, meaningful features to reach and touch people...”* Some describe the effect they tend to create, which can be seen as a tentative description of the value they create, but still, they all had difficulties empathizing with the user and describing the concrete needs of the user. The following sentences show how the students tend to stay in ‘an inner focus’, for example describing their value in vague terms and as a commonplace: *“I can deliver stories that show attention to*

the detail, which is useful in the media industry...from me, the users can have well-written articles." Also, a few students focus on their own value. "I am passionate about taking the audience into a universe that has a story that can be told in a scientific and linguistically challenging way...in feature stories, where I also get the opportunity to develop my language."

In the video data material, most of the students declared that they find the 4-Foci Model and the assignment to be highly relevant (xx %), which indicates an understanding of the assignment as well as a willingness to try. Therefore, the assignment seemed to reveal that the act of shifting focus and perspective simply was a new and challenging exercise. In the following extracts from the videos four students answer the question, whether they found the assignment and the 4-Foci Model useful:

1: Yes. Actually, I think...I tend to keep my focus 'within myself'... [I will] look into what I am actually capable of, and how businesses and companies can also use [these competencies] – I will really focus on that.

2: Yes. I think it is very useful, in particular, to reflect on how I add value to other people. I would like to work on that focus.

3: Yes, I really think it made good sense when we had to create the sentence, first what I am passionate about and then how can I transform this into something that adds value in a business organization, I could really see a point in that.

4: I have spent time realizing what I want and what I am good at...for a long time I was convinced that passion was enough, that you could sell yourself on being passionate, but there is more to it...

Challenging students' values and mental models

In every type of innovation, a very important issue is our values and mental models that steer our habitual way of thinking and acting (Senge, 1990). Generally, our brains work against absorbing new "stuff" through our mental models that create a strong aversion to 'the new' that differs from what we are used to.



Fig. 3: Traditional and new values and understandings (Brandel, 2015).

According to Brandel (2015) our values and mental models about a journalist is traditionally “a gatekeeper, an authority/expert, responsible for every part of the story cycle and a person working for the public” (see fig.3). This is in line with the students’ descriptions of the value they create for users: *“I am passionate about writing stories that are long reads and have depth. In this way the media user can get updated and be taught”* – which demonstrates a traditional understanding and mental model of the journalist as ‘an authority’, responsible for the story and writing *for* the public, not *with* the public. The users or the public have no influence, but are passive consumers, being ‘taught’. As a student explained, *“Creativity is not something that belongs in journalism education...you do not associate creativity with journalism that can topple the government.”* Unfortunately, it seems as if some or many of the mental models in journalism (education) represent a barrier to ‘new’, creative knowledge and competencies.

Yet, journalism education (and education in general) is currently facing unprecedented upheavals (WJEC, 2019). Researchers and practitioners have defined new possible focus areas in journalism education (Westergaard & Schultz Jørgensen, 2018, Haagerup, 2017, Allen et al., 2015). One general recommendation is *greater openness* in the journalism process and *a better understanding and dialogue with users*. Brandel explains that a radically different way is taking a design perspective and putting people first, like in many other industries. In the field of design, it is pivotal to focus on how to create value for specific users, as it enhances the possibility of creating unique value propositions (Osterwalder et al., 2014). Also, in the field of design, the *user perspective* and co-creation have been central for decades. Sanders & Stappers argue (2008) that users are getting increasingly included as ‘co-creators’ in various types of processes, in business, health care, politics, etc. (DesignCouncil.org.uk). Today, the user perspective is included in many industries, but in the field of journalism, the ‘qualitative’ user perspective and design thinking are still relatively new (Brandel, 2015). Some might argue that journalists *are* focused on users, but often this is happening in a more distant and abstract way, like relating to different segments of a market. In design research and practice we argue that feeling empathy, trying to understand the user’s perspective, stepping into the

shoes of someone are essential skills for creating and co-creating value for users (Sanders & Stappers, 2008, Michlewski, 2014, Osterwalder et al., 2014).

Conclusion

From research, and the real world, we know that young people are limited by a performance culture. They are abandoning their dreams; they have difficulty formulating a sense of who they are, and they have trouble explaining what is important to them (Katznelson, 2018). In our research, we subscribe to Cole & Tibby's (2013) definition of employability that focuses on enabling students to be successful, not only in their working life but also in their personal lives. Likewise, OECD recommends that the educational institutions should educate students not only for getting or creating a job but also for creating value and meaning in life (OECD, 2018). Using this knowledge as a point of departure we broadened the scope of the course "Preparation for Internship" to also relate to the students' future life.

The focus of this paper is on design activities such as mapping and visualizing experiences, having students express who they are, what they want, having them see more perspectives, changing perspectives (reframing) and prototyping different future scenarios. We need to train students to be open to more viewpoints and to reflect on the two simple questions: *How can I use my knowledge and practice to create value for other people?* And, *how can I use my knowledge and practice to create value and meaning for myself?* We argue that reflecting on these questions can be stimulated by introducing the 4-Foci Model that appeals to creative design competencies such as seeing different perspectives, reframing, imagining, empathizing, etc. In this paper we focus on training the students to reflect on their 'inner focus', sensing themselves (Katznelson, 2018) and changing perspective, from an inner focus to an 'other' focus – how can I *reframe* what I am good at into something that creates value and meaning for other people. From our workshop we can conclude 1) that the students had difficulties expressing 'an inner focus' and 2) had difficulties switching from 'an inner focus' to 'an outer focus'. Although some of the data material indicates that these assignments are meaningful to the students, the students' final course evaluation states that a worrying large part of the students do not consider creative activities to be important in the future. Also, a large part seems to be dominated by a specific mental model and understanding of 'journalist' (Brendal, 2015). Irrespective of barriers the participants might have, we still argue that the ability to imagine and create value and meaning in different foci is a key life skill and a requirement to enhancing *employability*.

References

- Allen, G. et al (2015). Toward 2020: New Directions in Journalism Education. Toronto: Ryerson Journalism Research Centre.
- AAU Karriere, University of Aalborg. Retrieved 17.05.2019 <https://www.karriere.aau.dk/aau-ansatte/employability/>
- Bamberger, J. & Schön, D. A. (1983) Learning as Reflective Conversation with Materials: Notes from Work in Progress. *Art Education*. Vol. 36, No. 2, *Art and the Mind*, pp. 68-873 Published by: National Art Education Association.
- Bell, R. (2016) "Unpacking the link between entrepreneurialism and employability: An assessment of the relationship between entrepreneurial attitudes and likelihood of graduate employment in a professional field", *Education + Training*, Vol. 58 Issue: 1, p.2-17.
- Birsel, A. (2015) Design the Life You Love. Ten Speed Press.

Brannen, J. (2007) Mixing Methods: The Entry of Qualitative and Quantitative Approaches into the Research Process.

Brandel, J. (2015) Questions are the new comments in Medium Aug. 29, 2015. Retrieved 28.04.20
<https://medium.com/we-are-hearken/questions-are-the-new-comments-5169d0b2c66f>

Burnett, B. & Evans, D. (2016) Designing Your Life. How to build a well-lived joyful life. Borzoi Book Published by Alfred A. Knopf.

Davidsen, H. M. & Sørensen, K.B. (2015) Entrepreneurship as a new learning philosophy. Paper presentation at 3E Conference – ECSB Entrepreneurship Education Conference Lüneburg, April 23-24 2015.

Cole, D. & Tibby, M. (2013) Defining and developing your approach to employability - A framework for higher education institutions. The Higher Education Academy. Retrieved 28.04.20:
https://www.heacademy.ac.uk/system/files/resources/employability_framework.pdf

Cross, N. (2007) Designerly Ways of Knowing. Birkhauser Boston.

Dorst, K. (2015): Frame Innovation - create new thinking by design. The MIT Press.

Goleman, D. & Senge, P. (2014) The Triple Focus – a new approach to education. More Than Sound.

Hildebrandt, S. (2013) Theory U, Stop downloading and start listening. Interview by Matzen, P. in *Aarhus Affairs*, #2, 2013

Katznelson, N. (2018) Inaugural lecture, Aalborg University 2018, in Altinget, downloaded 28.04.20:
<https://www.altinget.dk/uddannelse/artikel/professor-vi-oensker-innovative-og-kreative-unge-men-skaber-det-modsatte>

Lawson, B. (2005) How Designers Think. The Design Process Demystified. Architectural Press; 4 edition (December 14, 2005).

Lawson, B. & Dorst, K. (2009) Design Expertise. Elsevier Ltd.

Michlewski, K. (2014) Design Attitude. Routledge.

Nielsen, S. L. & Storvang, P. (2015) DesUni: university entrepreneurship education through design thinking in *Education + Training*. Vol. 57 Iss 8/9 pp. 977-991

OECD, 2018: The Future of Education and Skills, Education 2030.
[https://www.oecd.org/education/2030/E2030%20Position%20Paper%20\(05.04.2018\).pdf](https://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf). Retrieved 28.04.20.

Osterwalder, A. & Pigneur, Y. (2012) Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers. John Wiley and Sons.

Osterwalder, A. et all. (2014) Value Proposition Design: How to Create Products and Services Customers Want. Wiley.

Pink, D. (2009) Drive: The Surprising Truth About What Motivates Us. Riverhead Books

Robinson, K. (2009) The Element: How Finding Your Passion Changes Everything. Penguin Books

Robinson, S. & Blenker, P. (2013) Tensions between rhetoric and practice in entrepreneurship education; an ethnography from Danish higher education. *European Journal of Higher Education*. Published online: 30 Oct 2013: 1-16

Sarasvathy S, (2001) What makes entrepreneurs entrepreneurial? Washington, DC: University of Washington School of Business.

Sarasvathy S, (2008) Effectuation: Elements of Entrepreneurial Expertise, Edward Publishing, Cheltenham

Schwartz, J. M. (2012) You are not your brain. Avery; Reprint edition (June 5, 2012).

Senge, P. (1990) The Fifth Discipline: The art and practice of the learning organization.

Sinek, S. (2011) Start With Why. How Great Leaders Inspire Everyone To Take Actions. Penguin Books Ltd.

Sørensen, K. B. (2011): *When Designing Emerges into Strategies – in an organization and in individuals*. Ph.D. Thesis. Kolding School of Design, Denmark, 2011.

Sørensen, K. B. (2012) Designing as a language for self-dialogue and value clarification *in Proceedings of Design Research Society Conference Bangkok* July 2012: Reforming traditions, reshaping boundaries.

Sørensen, K.B. (2013). Designing for self-leadership *in Proceedings of NORDES 2013: Experiments in design research*. Copenhagen: The Royal Danish Academy of Fine Arts, Schools of Architecture, Design and Conservation, p. 163-173

Sørensen, K. B. & Davidsen, H. M. (2017) A Holistic Design Perspective on Entrepreneurship Education, in Universal Journal of Educational Research 5(10): p. 1818-1826

Sørensen, K. B. (2019) Journalism students prototyping a brighter future *in Proceedings of Cumulus Conference 2019, Resilience and Intelligence - University of Lapland, Rovaniemi, Finland*, p. 456-480

*As the user perspective is central in most businesses, and to make things simple, we worked with a combination of the business perspective and the user perspective. However, it would be more correct to work separately with a business organisation perspective and a user perspective. This could be expressed as follows: Question related to 'an outer, business perspective': How can I create value in the business organisation?

Answer: I can develop podcasts as a new product in the org.

Question related to 'an other perspective': How can I create value for users?

Answer: Young people often feel lonely (my user's pain). I can offer/intend to learn (as I am a student) to develop podcasts and interaction with young people in a way that makes them feel included and part of a community (what my users gain).

Teaching for Dream Jobs

Anna Spon Stecher, Assistant Professor, Media Production and Management, Danish School of Media and Journalism

Clara Juncker, Associate Professor, American Studies Program, Department for the Study of Culture, University of Southern Denmark

The forty-nine students enrolled in the second-semester course in Project Management at the Danish School of Media and Journalism in Copenhagen had already shared their dreams with the educator meeting them in the classroom. They had not been accepted to the school because of their grade average but had managed to get into the coveted institution based on tests and written applications with attached CVs. Before she stood in front of the incoming students, Anna Spon Stecher had scrutinized their CVs in order to identify the jobs and experiences they had prior to beginning the Project Management course. In terms of relevant work, students had tried their hands at a variety of projects. One had volunteered at the Roskilde [Music] Festival, one had started up her own business, one had been a digital campaign assistant, while others had been assistants in film production or editing. One had organized community food events. Their income-based work on the side included a bartender, a boy scout leader, an exam guard and an actor-dancer, jobs that were also used to determine a student's personality type in terms of extrovert or introvert leanings. A gymnastics teacher or a runner would be comfortable with or used to communication situations, while an exam guard or a pilgrim hiker might thrive with silence. The structure of the CV would disclose additional information about a student: Orderly and controlled? Laid-back or even chaotic? Graphic creativity, evident from CV layout, played a role, especially at this institution.

The CVs the student had submitted with their applications to the Danish School of Media and Journalism included a short description of their future dream jobs. These dream jobs ranged from production manager in the international music business over Buzzfeed project manager to owning a private company in the sports and culture industry. Having created an elaborate excel sheet based on students' CVs and their hopes for the future, Anna ultimately chose the dream job as the most significant group criterion and created eleven categories that would allow the formation of groups with shared aspirations and goals: Entrepreneur, Cultural Project Manager, Division Chief in the Media World, Project Manager in a Marketing Department, Production Manager Film, Production Manager TV, Project Manager in an Online Business, Project Manager in a PR Bureau, Project Manager in a Film/TV Company, Project Manager in the Music Business, and Project Manager in Advertisement. The other CV observations were not used any further, but to ensure that students' current dreams corresponded with those from their CVs, Anna had the students choose their dream jobs again. To eliminate strategic choices, she did not tell students that their decisions would have an impact on the group division for the coming semester. Every answer was noted, and she ended up with sixteen groups of three or four members based on participants' dream employment.

Anna chose students' dream jobs as the basis for her group formations because she had in mind specific learning goals. First, she wanted to give students a sense of what type of employment their education would aim at or make possible, since the program in which they had enrolled, Media Production and Management, provided graduates for various branches of the media sector. Moreover, the Media Production and Management program was at the time developing a new Project Management curriculum

from scratch, which provided Anna with an opportunity for innovation and creativity. Still another motivation for her pedagogy was the fact that a competent project manager must be able to understand and work with personalities that might vary from branch to branch in the media industry. Accordingly, her group formations aimed at providing the class participants a glimpse of the world they would enter after graduation and thus contribute to their education as future project managers. She also sought to raise her students' awareness of what kind of employment they themselves aimed for, and she hoped to help students adjust their dreams to actual employment options once they had finished their education. Finally, she wanted to allow students to tone their papers and projects in the course of their time at the Danish School of Media and Journalism to fit employment categories in the world outside the institution.

On the second day of class, Anna zoomed in on group formation with a power point presentation that included a slide on why she herself had made the decisions on group membership rather than leaving it up to the students themselves. Titled “Why I Am in Charge,” the slide text spoke directly to her students:

- The students who end up in the same field as you yourself will constitute your best network once you have finished your education. Start building this relationship now.
- In the real world, you will not be able to select your colleagues.
- Other members of your group may become your colleagues later in your careers.
- As a project manager, you will have to be able to cooperate with everybody!
- Use this course to cultivate your dreams and enhance your ambitions for the future.

Accordingly, she made sure to get her students behind the group process by explaining its relevance to their future employment. In other slides, she also presented graphs—a series of columns and a pie—showing the distribution of class participants’ dream job responses. In this way, the students were able to locate their own dreams in the visuals and have them validated by sharing them—and the group participation that followed—with similarly inclined peers. Then followed a slide with the sixteen groups, with students’ names assigned. Over the next days, she received only a few protests.

Subsequently, students would construct a team charter, to be handed in to their teacher at an assigned deadline. This charter would establish team goals and values, team working rules and procedures, team member roles, principles for communication, and a category called formal requirements. In a final part of the group formation process, developed after charter hand-in, a power point slide would visualize the team structure, with tasks, processes and course assignments. The groups then worked on course materials and various drafts and papers for the remainder of the course. For the final exam, the group was asked to create an event within its chosen branch of dream employment. On the second-to-last day of the Project Management course, students were asked to evaluate the group formations and communicate to their teacher how it had all worked out.

The class response was overwhelmingly positive, as the following three samples, in our translation and with fictional student names, will indicate:

Hannah: *As a matter of fact, the group I ended up in was really good, so thought it was a good idea according to what field you’re interested in. It was a somewhat different way from just making a random group selection. It was nice to be in a group with people a little like yourself with similar interests.*

Olivia: It was really cool to be in a group with people who had chosen this education with the same point of departure as myself. I had missed that earlier. The only criticism I can offer is that not everyone knew what their dream job actually entailed (myself included) so that I came close to making the wrong choice.

Lene: I thought it was a creative and fine way to divide us into groups and I think it gives good meaning to group us according to future employment—as it already now gives us a start with establishing a network.

The team charter was evaluated enthusiastically, because it helped students establish the rules and regulations for their future work together, rather than having strong and ambitious group members cast in roles of police officers and more laid-back students as criminal offenders. Students had also become aware of the discipline needed to secure or remain in future employment situations.

In the American Studies Program at the University of Southern Denmark, faculty members are taking baby steps in terms of alerting students to employment options early in their education. This endeavor originated in what some social commentators labeled a smear campaign against the Humanities and others saw as the need for academic ivory towers to open towards a world of industry and commerce. This controversy was addressed in *Magisterbladet*, a journal for university graduates in the Humanities, on August 16, 2019, under the following caption (translated from the Danish): “Humanities graduates unemployment rate double as high as other academics.”² The article cited a 7.6% unemployment for the Humanities as of May, 2019. At the American Studies Program, we wished to bring down unemployment numbers. We also wanted to stimulate our students into thinking both innovatively and realistically about future career paths and employment options.

We undertook this work both at the course exam and at the course development level. In the fall of 2019, Clara Juncker’s Monday morning elective, “Radical America,” for example, did not seem immediately eligible for employment opportunities. The course traced fiery protesters and reformers from the 1840s into the 21st Century, as always in American Studies contexts focused on race, class and gender. Among the four topics for short midterm course papers, Clara nonetheless included an Employment topic, mixed in with other topics such as “Write a manifesto about a cause you care about,” and “Present the platform of your favorite course radical.” The employment topic taxed students’ creativity by asking them to write a job application in response to a real or imagined job advertisement, arguing how this course in Radical America qualified them for the coveted position. Though many students chose other options, one student wrote a brave application to a vacant position as Cultural and Historical Advisor for US Senator Kyrsten Sinema.

Similarly, in the second-semester graduate course entitled “Central Themes in American Studies,” taught in the spring of 2019, Anders Bo Rasmussen and Fulbright Professor Sarah Hentges had the final oral exam consist of projects aimed at putting what participants had learned in the course, subtitled “Bodies, Minds and Movement,” into practical use in the real world. They wanted to have students think about what they had learned in the first seven weeks of the course along employment lines and give them responsibility for

² <https://www.magisterbladet.dk/magasinet/2019/magisterbladet-nr-7-2019/humanisternes-ledighed-er-dobbeltsaa-hoej-som-andre-akademikeres>

identifying possibilities and projects inspired by the course they had taken. How could their texts and the theories they had learned be applied to scenarios outside academic walls? Within a specific focus or project of their own choice, this question would constitute their oral exam. Students accordingly entered the world outside the university in order to locate a practical application for their course work. More than one found it in a media company, while another wrote a children's book with animal characters instead of humans. One student linked up with NGOs, while another got involved with grassroots activism on gender issues in weightlifting. Lastly, several students used art and storytelling techniques to further discussions on "Bodies, Minds, and Movement" in the cultural, economic, and political realm.

Finally, a new course in the American Studies Program stresses interactions between the university and the world of employment. Titled "American Studies in Practice," this course allows students to test theoretical knowledge in practice and seeks to connect the university and the labor market. Part One introduces students to various employment sectors where American Studies degrees are relevant, such as media, import/export, and cultural and political organizations. Classes focus on knowledge about the sectors, appropriate theoretical and practical tools, and the development of the students' project in connection with an external partner provided by the university. Additionally, students are introduced to the process of interacting with an external partner. In connection with one such partner, students define and carry out a limited relevant project, approved by both the external partner and the university. Whether this initiative will improve the employment percentage of future graduates remains to be seen, but the direction looks promising.

With our classroom practices, the authors of this article emphasize the significance of dividing students into study groups according to what kinds of jobs they dream about. At the Danish School of Media and Journalism, students aiming for project management employment would be divided into groups according to the kind of projects they hope to manage: event organizing, art exhibition, private company management, television and media, and more. At SDU, American Studies students hoping to work in an embassy, or a consulate, would then ideally be in a study group together from the first semester onwards. The teaching and learning activities we have described aim at increasing even in-coming students' awareness of the employment possibilities at the end of their educational journey. We want students to think about what kind of employment they will eventually be able to secure, so that they themselves might aim realistically at future careers. With this sort of clarity, students would then be able to choose their paper topics and projects in the course of their education to fit specific employment categories. We also suggest alignment between students' course work and the final evaluation or exam in order to highlight future employment situations. Instead of a research paper or a multiple-choice exam, new formats such as a media pitch, an event plan with a budget, a lecture outside academic walls, or a job application might test students' abilities in more relevant manners and keep their focus on post-university careers. Students involved in these course designs clearly became more motivated than in standard courses, not least because they could see how course work related to the skills they would need to land and hold their dream jobs. Furthermore, they received a reality check on their dream employment, so that their interests, tools and talents and the actual job openings outside of academic walls were better matched.

The idea of having study groups be formed according to students' dream jobs would apply to any field of study. Any discipline dividing students into study groups based on preferred employment would most likely see an increase in group collaboration and mutual inspiration, with higher degrees of involvement and

fewer drop-outs. Our practice of having students begin their education with finding and reading job advertisements would also be transferable to other disciplines and help students realize what is out there, and what is not. New kinds of exams—more closely related to future employment, whether involving the Copenhagen Distortion festival or the American Embassy in Washington DC—would better prepare students for the daily challenges, and the dreams, they surely will encounter in the workplace after they leave our institutions.

Brugen af praksisarenaer til at træne transfer

*Stine Pilsmark Kaldahl og Matilde Kjeldal Jørgensen
Karriere- og employabilitetskonsulenter, SDU RIO, Syddansk Universitet*



[LINK TIL VIDEO](#)

Peer-feedback ved brug af Peergrade – forbedrer det de studerendes læring?

Anne Mølgaard Nielsen, studieadjunkt, Institut for Idræt og Biomekanik, Syddansk Universitet
Henrik Hein Lauridsen, lektor, Institut for Idræt og Biomekanik, Syddansk Universitet



[LINK TIL VIDEO](#)