Practical Information Programme Abstracts for Short Communications and Workshops

Conference Teaching for Active Learning

1 November 2016 University of Southern Denmark Campus Odense



SDU UNIVERSITETSPÆDAGOGIK

Contents

Contents	2
Programme	4
MAP – conference area and parking	5
Jsing twitter	6
Keynote - Sally Kift	7
Parallel Short Communications sessions – MORNING –10:45-12:15	8
Workshop sessions – MORNING - 10:45-12:15	9
Parallel Short Communications sessions – AFTERNOON - 13:00-14:30	10
Workshop sessions – AFTERNOON - 13:00-14:30	11
Abstracts	12
SC 1-1: Blogs, refleksionsrum og akademisk praksisfællesskab	12
Authors	12
SC 1-2: Words uncaged: Literature as intervention	14
SC 1-3: Anvendelsesorienteret undervisning i videnskabsteori og vidensformer	15
SC 1-4: Peer Feedback on students' recordings of practical work. Focus on students' self-estimated learning outcome and the method	16
SC 2-1: Active learning below the surface of the sea	17
SC 2-2: Videos with interactive elements for teaching first year mathematics	18
SC 2-3: Online platform for introduction to laboratory conduct and safety	19
SC 2-4: The Quantified Self in an introductory statistics course (BSc, 2 nd semester): Collecting survey data from the students immediately before 1 st class	20
SC 3-1: Eksamensfeedback i forbindelse med karaktergivning	22
SC 3-2: A supervisor's nightmare – Fremdriftsreformen and fixed biannual thesis deadlines	23
SC 3-3: Portfoliometoden - CANCELLED	25
SC 4-1: Recognising and addressing mismatched student and teacher expectations	26
SC 4-2: Developing a Personal-Learning-Portfolio (PLP) for 1st year students at the Department of Psychology	27
SC 4-3: A holistic approach to student competences as a method to combine and transfer competences from different courses towards a future working life - CANCELLED	28
SC 4-4: How can we interpret Internationalising the Curriculum?	29
SC 5-1: How to use a blog to teach arts students science theory	30
SC 5-2: Teaching chemistry through inquiry and board games	31
SC 5-3: Sharing is learning - CANCELLED	32
SC 6-1: Metoder til aktiverende læring i laboratorier	33
SC 6-2: Development and implementation of e-learning material	34

SC 6-3: Erfaringer fra statistikundervisning af kandidatstuderende med en sundhedsvidenskabelig professionsbachelor
SC 6-4: Didaktisk potentiale i mangfoldigheden hos studerende på Bygningskonstruktøruddannelsen – elementer i etableringen af et rummeligt læringsfællesskab
SC 7-1: Why and how student instructors can improve learning in and outside of the classroom: A three-fold perspective
SC 7-2: Teaching first year instructors
SC 7-3: Using a fictional court case or mediation as part of the "rus" introduction to the study of law 41
SC 7-4: Large classes: Enhancing the Learning Space with Blended Learning (Store hold: Styrkelse af læringsrummet med Blended Learning
Workshop 1: "Plagiatspillet"
Workshop 2: How do you design a good study start for blended and distance learning courses? 46
Workshop 3: Motivationer og meninger hos 1. årsstuderende. Teori, koncept og erfaringer fra arrangementet `Din uddannelsescocktail"
Workshop 4: The power of Non-Formal Education

Programme

08.30-09.00	Coffee and rolls
09.00-09.15	Welcome
09.15-10.30	Keynote speaker Sally Kift
10.30-10.45	Break
10.45-12.15	Parallel sessions part 1
12.15-13.00	Lunch
13.00-14.30	Parallel sessions part 2
14.30-14.45	Break
14.45-15.45	Keynote speaker Sally Kift and debate
15.45-16.00	Closing statements

MAP - conference area and parking

University of Southern Denmark Campusvej 55 5230 Odense M



Using twitter

At the conference we will use Twitter **(#talnov16)** to create interaction and debate, therefore we encourage you to bring your own device (smartphone, tablet or laptop) so that you will be able to participate fully in the conference. If you don't already have a Twitter account, we suggest that you create one before the conference, so that you are ready to contribute online. You can sign up for Twitter via this webpage: https://twitter.com/

Please also install the app on the tablet or smartphone you bring.

Key note speaker



Keynote - Sally Kift

Sally Kift is Deputy Vice-Chancellor (Academic) at James Cook University (JCU), Australia and President of the Australian Learning and Teaching Fellows (ALTF). Prior to commencing at JCU in 2012, Sally was a Professor of Law at Queensland University of Technology, where she also served as Law Faculty Assistant Dean, Teaching & Learning (2001-2006) and QUT's foundational Director, First Year Experience (2006-2007). Sally is a national Teaching Award winner (2003) and national Program Award winner (2007). She was awarded a Senior Fellowship by the Australian Learning and Teaching Council (ALTC) in 2006 to investigate the first year experience and is currently a Discipline Scholar in Law.

Transition Pedagogy: Enabling Student Success in the First Year Experience.

Students' successful transition to higher education and a positive first year experience (FYE) are significant issues for higher education internationally. The cost and impact of early student departure and failure to succeed are highest in the first year – for institutions, individuals, their communities and society, across a spectrum of reputational, ethical, personal, economic and legal dimensions. If we conceptualise student "transition" as the "capacity to navigate change" across phases of induction, development and becoming (Gale & Parker, 2011, 25), then managing these transitions in their various guises over the course of the first year student lifecycle is a complex and multifaceted undertaking. In response, this presentation will discuss a "whole student", whole-of-institution framework for enabling transition success that has been developed under an Australian Learning and Teaching Fellowship articulating a "Transition Pedagogy" (Kift, 2009). The impetus for this work has been the recognition that, in all their diversity, students come to us in higher education to learn. It is therefore within the first year curriculum that students must be engaged and supported for multiple transitions and to realise a sense of academic and social belonging.

Transition Pedagogy has been framed around the identification of six First Year Curriculum Principles, delivered by academic and professional staff working in partnership for whole-of-institution enhancements. This session will also examine these six integrative, organising Principles, together with examples and strategies for their implementation (Kift, 2015).

Gale, T. and Parker, S. (2011). Good practice report: Student transition into higher education. Strawberry Hills, NSW: Australian Learning and Teaching Council. http://fyhe.com.au/wp-content/uploads/2012/10/Student-transition-into-higher-education.-ALTC-Good-practice-report.-Gale-T-Parker-S-Deakin-1.pdf

Kift, S. (2009). Articulating a transition pedagogy to scaffold and to enhance the first year student learning experience in Australian higher education: Final Report for ALTC Senior Fellowship Program. Australian Learning & Teaching Council. <u>http://transitionpedagogy.com/</u>

Kift, S. (2015). A decade of Transition Pedagogy: A quantum leap in conceptualising the first year experience. *HERDSA Review of Higher Education*, Vol 2, pp 51-86. <u>https://herdsa.org.au/herdsa-review-higher-education-vol-2/51-86</u>

Parallel Short Communications sessions – MORNING –10:45-12:15

Focus: Teaching for Active Learning	Focus : Designing the first year experience	Focus: Supporting Transition	Focus: Student diversity and widening participation strategies
Language: Danish	Language: Engelsk	Language: Danish	Language: English
Room : O99	Room : 097	Room : 098	Room:
Chair: Rie Troelsen	Chair: Lotte Dyhrberg O'Neill	Chair: Søren Sten Hansen	Chair: Anne Skov Jensen
SC 1-1 <u>Blogs, refleksionsrum og</u> <u>akademisk</u> <u>praksisfællesskab</u> Dorthe Boe Danbjørg et al	SC 2-1 Active learning below the surface of the sea Lars Seidelin et al	SC 3-1 <u>Eksamensfeedback i</u> forbindelse med <u>karaktergivning</u> Vitus Vestergaard	SC 4-1 - CANCELLED <u>Recognising and</u> <u>addressing mismatched</u> <u>student and teacher</u> <u>expectations</u> Donna Hurford
SC 1-2 <u>Words uncaged:</u> <u>Literature as intervention</u> <i>Clara Juncker</i>	SC 2-2 <u>Videos with interactive</u> <u>elements for teaching first</u> <u>year mathematics</u> <i>Henrik Skov Midtiby</i>	SC 3-2 <u>A supervisor's nightmare</u> <u>– Fremdriftsreformen and</u> <u>fixed biannual thesis</u> <u>deadlines</u> Jane Ebsen Morthorst	SC 4-2 – Allocated to room O98 - Morning <u>Developing a Personal-</u> <u>Learning-portfolio (PLP)</u> for 1 st -year students at <u>the Department of</u> <u>Psychology</u> Anna Thit Johnsen et al
SC 1-3 <u>Anvendelsesorienteret</u> <u>undervisning i</u> <u>videnskabsteori og</u> <u>vidensformer</u> <i>Rune Eriksson</i> <i>Camilla Elisabeth Moring</i>	SC 2-3 <u>Online platform for</u> <u>introduction to laboratory</u> <u>conduct and safety</u> <i>Kathrine Bisgaard</i> <i>Christensen et al</i>	SC 3-3 - CANCELLED <u>Portfoliometoden</u> <u>Pernille Overgaard Friari</u> Nielsen	SC 4-3 - CANCELLED <u>A holistic approach to</u> <u>student competences as a</u> <u>method to combine and</u> <u>transfer competences</u> <u>from different courses</u> <u>towards a future working</u> <u>life</u> <u>Tine Lynfort Jensen</u>
SC 1-4 <u>Peer Feedback on</u> <u>students' recordings of</u> <u>practical work. Focus on</u> <u>students' self-estimated</u> <u>learning outcome and the</u> <u>method</u> <u>Henrik Hein Lauridsen</u>	SC 2-4 <u>The Quantified Self in an</u> <u>introductory statistic</u> <u>course (BSc, 2nd</u> <u>semester): Collecting</u> <u>survey data from the</u> <u>students immediately</u> <u>before 1st class</u> Oke Gerke	SC 4-2 <u>Developing a Personal-</u> <u>Learning-portfolio (PLP)</u> <u>for 1st year students at</u> <u>the Department of</u> <u>Psychology</u> <i>Anna Thit Johnsen et al</i>	SC 4-4 – Allocated to room O99 - Afternoon How can we interpret Internationalising the Curriculum? Anne Skov Jensen

Workshop sessions – MORNING - 10:45-12:15

Workshop 1: <u>"Plagiatspillet"</u>	Workshop 2: How do you design a good study start for blended and distance learning courses?
Language: Danish	Language: English
Room: 095	Room: O96
Workshop leader: Niels Vogensen, HF og VUC Fyn	Workshop leader: Inger-Marie F. Christensen et al, SDU Centre for Teaching and Learning

Parallel Short Communications sessions – AFTERNOON - 13:00-14:30

Focus: Teaching for Active Learning	Focus : Teaching for Active Learning / Suporting transition	Focus : Designing the first year experience
Language: English	Language: Danish	Language: English
Room: 097	Room: 098	Room: 099
Chair: Rie Troelsen	Chair: Pernille Stenkil Hansen	Chair: Inger-Marie F. Christensen
SC 5-1 <u>How to use a blog to teach arts</u> <u>students science theory</u> <i>Richard Herriott</i>	SC 6-1 <u>Metoder til aktiverende læring i</u> <u>laboratorier</u> <i>Cita Nørgård</i>	SC 7-1 <u>Why and how student</u> <u>instructors can improve learning</u> <u>in and outside of the classroom:</u> <u>A three-fold perspective</u> <i>Christian Røj Jørgensen et al</i>
SC 5-2 <u>Teaching chemistry through</u> <u>inquiry and board games</u> <i>Maéva Vignes et al</i>	SC 6-2 <u>Development and</u> <u>implementation of e-learning</u> <u>material</u> Birthe Marie Rasmussen et al	SC 7-2 <u>Teaching first year instructors</u> Annemette Kjærgaard et al
SC 5-3 - CANCELLED <u>Sharing is Learning:</u> <u>Perspectives from Design</u> <i>Robb Mitchell et al</i>	SC 6-3 <u>Erfaringer fra</u> <u>statistikundervisning af</u> <u>kandidatstuderende med en</u> <u>sundhedsvidenskabelig</u> <u>professionsbachelor</u> <i>Sören Möller</i>	SC 7-3 <u>Using a fictional court or</u> <u>mediation as part of the "rus"</u> <u>introduction to the study of law</u> <i>Ayo Næsborg-Andersen</i>
SC 7-4 – ALLOCATED from room O99, afternoon Large classes: Enhancing the Learning Space with Blended Learning (Store hold: Styrkelse af læringsrummet med Blended Learning) Lone Borgersen	SC 6-4 <u>Didaktisk potentiale I</u> <u>mangfoldigheden hos</u> <u>studerende på Bygnings-</u> <u>konstruktøruddannelsen –</u> <u>elementer i etableringen af et</u> <u>rummeligt læringsfællesskab</u> <i>Ask Raun</i>	SC 7-4 – ALLOCATED to room O97, afternoon <u>Large classes: Enhancing the</u> <u>Learning Space with Blended</u> <u>Learning (Store hold: Styrkelse</u> <u>af læringsrummet med Blended</u> <u>Learning)</u>
		SC 4-4 – Allocated from morning session How can we interpret Internationalising the Curriculum? Anne Skov Jensen

Workshop sessions – AFTERNOON - 13:00-14:30

Workshop 3: Motivationer og meninger hos 1. årsstuderende. Teori, koncept og erfaringer fra arrangementet "Din uddannelsescocktail"	Workshop 4: <u>The power of Non-Formal Education</u> (max. 15 participants)
Language: Danish	Language: English
Room: 095	Room: O96 – max 15 participants
Workshop leaders: Rune Mastrup Lauridsen, University of Southern Denmark, Faculty of Humanities Simone Louise Nothlev Sørensen, University of Southern Denmark, Faculty of Science	Workshop leaders: Carlos Guillemot, MSc, Project manager, Banedanmark Piero Gentilini, External lecturer, University of Southern Denmark, Department of marketing and management

Abstracts

SC 1-1: Blogs, refleksionsrum og akademisk praksisfællesskab

Authors

Dorthe Boe Danbjørg, Assistant professor, University of Southern Denmark, Clinical Institute Jane Clemensen, Associate professor, University of Southern Denmark, Clinical Institute Lars Thrysøe, Assistant professor, University of Southern Denmark, Clinical Institute Mette Rothmann, Assistant professor, University of Southern Denmark, Clinical Institute Pernille Stenkil Hansen, Senior E-learning advisor, SDU Centre for Teaching and Learning

Focus

Active Teaching and Learning

Learning outcome of activity

I 2015 evaluerede vi modulet Sundhedsteknologi, Kandidatuddannelsen i Klinisk Sygepleje på SDU. Evalueringen viste, at de studerende efterlyser refleksion og diskussion. På baggrund af evalueringen var konklusionen, at deltagelse i en innovationsproces kan reducere læring, idet fokus på at *skabe* i innovationsprocessen overskygger muligheden for refleksion og diskussion. Derfor ville vi skabe et refleksions- og diskussionsrum for de studerende i form af blogs som læringsaktivitet, idet blogs kan give de studerende muligheden for at reflektere, samarbejde og hermed deltage i et akademisk praksisfællesskab¹².

Det forventede læringsudbytte er, at de studerende oplever, at de har et redskab, som er med til at stimulere refleksion og diskussion.

Description of your activity

De studerende skulle i deres projektgruppe to gange i løbet af modulet (10 uger) skrive et blogindlæg per gruppe samt kommentere på deres medstuderendes blogindlæg.

De blev stillet følgende opgaver:

- 1. Gør jer overvejelser om anvendelsen af brugerdreven innovation.
- 2. Gør jer overvejelser omkring jeres ide til en sundhedsteknologi ved hjælp af teori præsenteret på undervisningen eller selvvalgt.

Blogindlæggene var en del af de studerendes forberedelse til undervisningen, således at det ikke blev en ekstra opgave. Der var også afsat tid i undervisningen til opfølgning på deres blogindlæg.

Reflective description of experiences with activity as to how your practice can be inspirational/transferable to others (subjects, students, institutions,...)

¹ Farmer B, Yue A & Brooks C. Using blogging for higher order learning in large cohort university teaching: A case study. Australasian Journal of Educational Technology 2008, 24 (2), 123-136

² Ulstrup E & Jeppesen MBH. Dialogiske læringsrum med plads til hjerne og hjerte. Danske Universitetspædagogisk Tidsskrift nr 9, 2010, 59-62

Erfaringerne med blogs er, at de studerende engagerede sig i læringsaktiviteten. De anvendte blogindlæggene til at reflektere, og samtidig engagerede de sig i hinandens blogindlæg med reflekterende spørgsmål og oplæg til forsat diskussion. Brug af blogs vil kunne overføres til andre fag, som med fordel ville kunne få deres studerende til at engagere sig i et akademisk fællesskab, hvor refleksion og diskussion er i højsædet.

Der er planlagt fokusgruppeinterview med 5-8 studerende. Ligeledes vil der med Blooms' taksonomi som ramme blive gennemført indholdsanalyse på de studerendes blogindlæg mhp at undersøge og vurdere graden af refleksion og diskussion.

Resultaterne er klar til at blive præsenteret på konferencen.

SC 1-2: Words uncaged: Literature as intervention

Author

Clara Juncker, Associate professor, University of Southern Denmark, American Studies

Focus

Active Teaching and Learning

Learning outcome of activity

This presentation will focus on pedagogical strategies for interaction between the university classroom and communities/groups/individuals outside the university. Through student engagement with the social context outside academic walls, the pedagogical approach presented will empower all students, and especially beginning students or students from non-traditional backgrounds, to bring their own knowledge and networks to the university, and to bring academia into the community. Students thus discover the practical and academic importance of the work they do in the classroom. Furthermore, this pedagogy allows students to inhabit comfortably an academic zone that might otherwise have been alienating. They become relevant, as does their education.

Description of your activity

The presentation briefly introduces contemporary cultural manifestations seeking to interfere, irritate, disturb or rebel against injustice, inhumanity, insensitivity or inequality. Linking course texts relating to important themes and locations in American Studies (Immigration, War and Culture, Activism and Radicalism, Gender, Race, Institutions such as the Prison, the Hospital, and the Retirement Home), students interact with local communities through literature and art, through interviews, and through the internet, which also links them to global communities with first-hand experience or expert knowledge about the themes covered in the classroom. The interactions include interviews that students conduct with war veterans, Chinese citizens, old people, activists, artists, and more.

Reflective description of experiences with activity as to how your practice can be inspirational/transferable to others (subjects, students, institutions,...)

The interdisciplinarity and pedagogical strategies would transfer to any discipline interested in creating bridges between academia and those outside academia. This measure might be labeled "Words Uncaged"—making reading and writing within disciplines relevant and important by discussing them and interacting with people who have a direct relationship to the issues presented in a course. Texts maneuvering the fact-fiction divide suggest that literature and art perform important roles in social-political interventions, but the focus will be on students in dialog with outside communities or institutions through direct or online communication channels.

SC 1-3: Anvendelsesorienteret undervisning i videnskabsteori og vidensformer

Author

Rune Eriksson, Associate professor, University of Copenhagen, IVA/Det informationsvidenskabelige Akademi Camilla Elisabeth Moring, Associate professor, University of Copenhagen, IVA/Det informationsvidenskabelige Akademi

Focus

Active Teaching and Learning

Learning outcome of activity

I Informationsvidenskab og kulturformidling (KU) har vi siden 2015 haft et stort fag (15 ECTS) på 1. semester, som hedder "Videnskabsteori og vidensformer". Målet med faget er ikke kun, at de studerende skal opnå viden om disse emner, men også at de kan *anvende* denne viden til at forstå og forholde sig til kritisk og reflekteret til både andres og eget (videnskabelige) arbejde. Qua dette har vi udviklet undervisningsaktiviteter, der didaktisk understøtter en anvendelsesorienteret tilgang, hvor de studerende aktiveres og engageres i at arbejde akademisk reflekteret. Konkret har vi udviklet en lang række øvelser gennem hele forløbet, hvor de studerende i studiegrupper aktivt skal anvende de teorier og begreber som kurset omhandler. Her vil vi specifikt fokusere på én af dem: studiegruppernes selvstændige analyse af museers anvendelse af vidensformer og videnskabsteorier.

Description of your activity

I 2015 arrangerede vi to ekskursioner (en pr. hold) til Medicinsk Museion. I dette museums formidling indgår alle fire traditionelle vidensformer: episteme (inklusive særlige videnskabsteorier), techne, fronesis samt æstetisk viden. Hver studiegruppe fik til opgave at identificere én vidensform enten i selve udstillingen eller på museets hjemmeside og efterfølgende fremlægge resultatet for holdet i en form, der både skulle indeholde visuelle elementer (fx egne fotos) og tekst. Denne praktiske øvelse fik en meget positiv respons, og i 2016 bliver formen videreudviklet, idet vores to hold skal besøge hver sit museum, og deres analyser skal nu udmønte sig i et mere håndfast produkt i form af en fælles e-bog.

Reflective description of experiences with activity as to how your practice can be inspirational/transferable to others (subjects, students, institutions,...)

Både mængden af øvelser og den afsluttende praktiske vinkling i museumsøvelsen var et eksperiment fra vores side, men meget tyder på at det var et vellykket eksperiment. Eksempelvis kunne vi konstatere, at frafaldet var langt mindre – og gennemførselsprocenten markant højere – end på de tre øvrige hold i faget, hvor man kun i ringe grad arbejdede med øvelser. Derfor forsøger vi selvsagt at inspirere kollegerne på IVA, men vi har netop fået etableret et samarbejde med undervisere på AAU, og vi ser naturligvis også meget gerne et samarbejde med kolleger fra SDU.

SC 1-4: Peer Feedback on students' recordings of practical work. Focus on students' self-estimated learning outcome and the method

Authors

Henrik Hein Lauridsen, Head of studies, University of Southern Denmark, Department of Sports Science and Clinical Biomechanics

Rie C Toftegaard, Teaching assistant professor, University of Southern Denmark, Department of Sports Science and Clinical Biomechanics

Cita Nørgård, Pedagogical consultant, SDU Centre for Teaching and Learning

Focus

Active Teaching and Learning

Learning outcome of activity

This practice example is from the studies in biomechanics at SDU. The learning outcome in focus is students' need to acquire *precision and routine* in the practical parts of the education (the manual performance in treating patients and communication skills). Furthermore students' *professional critical thinking* regarding treatment and communication and the ability to *evaluate* treatment and communication is very important. Thus peer feedback was considered to be a good method to introduce in the curriculum.

Description of your activity

In the process of changing apprenticeship "skill teaching" into "skill learning" peer feedback on video recordings between fellow students was incorporated into the curriculum. The procedure: the students record their own performance of the required treatment. The recording is uploaded. Another student gives online feedback and after that the teacher gives feedback. Feedback is intended to be a help to improve practice. The student who has uploaded the video likewise gives peer feedback to other students' recordings.

Reflective description of experiences with activity as to how your practice can be inspirational/transferable to others (subjects, students, institutions,...)

Students have evaluated their own learning outcome in the process of giving and receiving feedback (separated into receiving feedback from fellow students and receiving feedback from the teacher). Students also have made comments on the method and the process. Learning outcome is mostly very positive, and students have good comments on the procedures – also on improvement on the procedures.

We recommend the method for training manual procedures in laboratories and in skill training. The methods could also be applied to manual exercises in other studies like medicine, nursery and specific important laboratory procedures in engineering or the natural sciences. It is recommendable to apply the method to courses with a certain duration since students need to get some experience to deliver good videos and it also takes some training for students to deliver through, applicable and practice-orientated feedback for fellow students.

SC 2-1: Active learning below the surface of the sea

Authors

Lars Seidelin, PhD student, University of Southern Denmark, Department of Biology Marianne Holmer, Professor, University of Southern Denmark, Department of Biology Magnus Wahlberg, Associate professor, University of Southern Denmark, Marine Biological Research Centre

Focus

Teaching and Learning / Designing the first year experience

Learning outcome of activity

With 7.300 km of coastline, the ocean is a substantial part of Denmark's nature. Throughout the years, researchers, teachers and communicators of the natural environment have been challenged with giving life to communication and active learning about the ocean. Today, technology provides us with new and interesting possibilities of conveying the fascinating life below the surface of the sea. By means of a more vivid teaching focusing on a sunken ferry, this project aims at:

- Analyzing to what extent positive steps can be taken to increase the interest in and knowledge of marine biology among secondary and high school students
- Stimulating interest in the ocean by providing unique opportunities for learning about the ocean and experiencing it firsthand

Description of your activity

In 2014 an old ferry was sunken in the ocean south of Funen. This primarily aimed at attracting divers to the area and has been a great success with nearly 10.000 dives on the wreck so far. This way, however, only divers have had the opportunity to observe the succession of the wreck. Establishing an 'underwater laboratory' on the wreck has enabled live streaming from the wreck to be used in teaching, communication about the ocean and to observe the succession over time. The underwater laboratory consists of four cameras mounted on the ferry, from which they are connected to a video server on a pontoon floating on the surface above the wreck. On the pontoon a windmill and solar cells generate power to establish internet connection for the video server. As part of the project, live streaming from the wreck will be used to substantiate teaching about eco systems, etc., thereby providing students with the opportunity to experience the ocean in a new and exciting way.

Reflective description of experiences with activity as to how your practice can be inspirational/transferable to others (subjects, students, institutions,...)

This project attracts great attention from everyone involved in communication about the ocean. The results and scientific methods of the project are transferable to similar projects on raising interest in and awareness of natural science:

- The project will motivate high school students' interest in studying marine biology at university
- The project can be applied as a motivating, active learning course for first year students of the Natural Sciences

SC 2-2: Videos with interactive elements for teaching first year mathematics

Author

Henrik Skov Midtiby, Assistant professor, University of Southern Denmark, Mærsk McKinney Møller Institut

Focus

Active Teaching and Learning / Designing the first year experience

Learning outcome of activity

The use of videos prior to the formal lecture is my approach for preparing the students better for the content of the lecture. In a video, students are shown how to solve an example problem, then in the lecture we talk about why such problems can be solved with the method showcased in the video. I have added some interactive elements to the videos to increasing the learning outcome from watching / interacting with the video.

Description of your activity

The videos are part of a first year course in mathematics for electrical engineers. Videos are recorded as screencasts, using a wacom digitizer and a headset. A typical video demonstrates how to solve a specific problem (eg. solve the linear differential equation $y'(x) - 2 y(x) / x = x^2$). In the video a sequence of solution steps are demonstrated. With the intention to increase the learning outcome of the video, several questions are embedded in the video. When the video reaches a question, the video is paused and the student is requested to fill out one or more text fields with answers. At this point the student can ask the system to check the given answers and then continue the video or modify some of the answers and recheck them. Using this approach the student is guided to solve the specific problem given in the video, through a series of simpler questions.

A sample video is available on the address <u>http://tekvideo.sdu.dk/t/henrikmidtiby/Demo/2015/1/Intro/2</u>. The audio in the video is in Danish.

Reflective description of experiences with activity as to how your practice can be inspirational/transferable to others (subjects, students, institutions,...)

Videos with interactive elements have been used in a mathematics course for first year chemical engineering students. The students provided very positive feedback on the videos. With my current setup it takes about 25 minutes to record a 7 minute video, upload it to YouTube and add the video to http://tekvideo.sdu.dk including interactive elements.

Subjects that rely on calculations (like physics, chemistry, electronics, mathematics, ...) could probably benefit by using videos with interactive elements. If other teachers are interested in using videos with interactive elements I would be happy to grant them access to <u>http://tekvideo.sdu.dk</u>.

SC 2-3: Online platform for introduction to laboratory conduct and safety

Authors

Kathrine Bisgaard Christensen, Associate professor, University of Southern Denmark, Department of Chemical Engineering, Biotechnology and Environmental Technology Xavier Fretté, Associate professor, University of Southern Denmark, Department of Chemical Engineering, Biotechnology and Environmental Technology

Focus

Active Teaching and Learning / Designing the first year experience

Learning outcome of activity

For students exposed to the activity:

- Knowledge on how to behave and act in a chemical laboratory.
- Knowledge on general and local safety aspects in relation to work in laboratories as well as how to minimize the risk of accidents.
- Skills within analyzing a safety data sheet, filling out a safety sheet as well as labels for disposal of chemicals and waste.
- Competences within local handling and disposal of chemicals as well as finding your way in the laboratories and asking for assistance.

For those involved in development and implementation of the activity:

• Competences within cooperating and communicating across professions as well as making qualified instruction videos, screen-casts and electronic tests.

Description of your activity

Development and implementation of an online platform to support and streamline introductory courses on 1st year within laboratory conduct and safety. All new students within chemical engineering and biotechnology will test the platform for the first time in September 2016.

Introduction to laboratory conduct and safety is a mandatory part of the chemical engineering and biotechnology educations at Department of Chemical Engineering, Biotechnology and Environmental Technology, SDU. To supplement the face2face instruction traditionally carried out by laboratory technicians an online e-learn module including instruction videos, virtual guided tours, self-tests, and guides is made. By making, the teaching material more available, involving, and flexible as well as improving the student's opportunities to self-assessment it is our hope that the quality of learning will improve. When the students have completed the learning activities of the platform they should be prepared for passing the mandatory test in laboratory conduct and safety, which will give them access to the laboratories.

Reflective description of experiences with activity as to how your practice can be inspirational/transferable to others (subjects, students, institutions,...)

The online module is a simple, dynamic and easy-to use platform that in time could be expanded with relevant learning activities for e.g. 2nd and 3rd year students as well as new employees. We hope that the structure and activities we have designed can be used as a model for other departments or faculties.

SC 2-4: The Quantified Self in an introductory statistics course (BSc, 2nd semester): Collecting survey data from the students immediately before 1st class

Author

Oke Gerke, Associate professor, University of Southern Denmark, Department of Business and Economics

Focus

Designing the first year experience

Learning outcome of activity

Statistical problem solving is an investigative process that involves four components [1]:

- 1. Formulate questions
 - a. clarify the problem at hand
 - b. Formulate one (or more) questions that can be answered with data
- 2. Collect data
 - a. design a plan to collect appropriate data
 - b. employ the plan to collect the data
- 3. Analyze data
 - a. select appropriate graphical and numerical methods
 - b. use these methods to analyze the data
- 4. Interpret results
 - a. interpret the analysis
 - b. relate the interpretation to the original question

The learning outcome of the data collection process is twofold:

- 1. *ownership*: to use the student's own data to discuss phases I-IV, making themselves (meaning their data) an integral and recurrent subject
- 2. *exemplification*: to stimulate interest in times of freely accessible data everywhere (incl. self-tracking)

The first year experience is enhanced by making the students first study participants, then discussants of results; thereby, embedding them into the learning process and demonstrating a wider applicability of techniques.

Description of your activity

Prior to the first teaching session, the students are requested to fill out

1. A brief questionnaire in an Excel sheet, consisting of 12 items: gender, age, eye color, body mass index, allergies, playing musical instruments, housing, level of mathematics in school, knowledge of programming languages and/or statistics software, preference of examination form, money spent on textbooks this semester, and number of hours slept the night before [2]

2. The 36-Item version of the Survey of Attitudes Towards Statistics (SATS-36) which items are grouped into six attitude components (subscales): affect, cognitive competence, value, difficulty, interest, and effort [3].

Reflective description of experiences with activity as to how your practice can be inspirational/transferable to others (subjects, students, institutions,...)

The collection of students' data is directly transferable to any introductory statistics course within applied sciences in higher education, possibly adjusted to a specific target group of students. PreK-12 pupils in schools benefit as well from this kind of hands-on and first-hand experience of how to conduct quantitative research.

References

[1] http://www.amstat.org/education/gaise/

[2] Gerke O. Introductory statistics in a business anthropology program. Anthropol 2016;4(2):166.

[3] Schau C, et al. The development and validation of the survey of attitudes towards statistics. Educ Psychol Meas. 1995;55: 868-75.

SC 3-1: Eksamensfeedback i forbindelse med karaktergivning

Author

Vitus Vestergaard, Assistant professor, University of Southern Denmark, Department for the Study of Culture

Focus

Active Teaching and Learning / Designing the first year experience / Supporting transistion

Learning outcome of activity

Bedre forståelse for betydningen og formen af feedback i forbindelse med karaktergivning efter eksamen på første år. Formålet er at sikre, at vi fra studiets side hjælper studerende til tidligt at få en realistisk opfattelse af deres egen formåen og en bedre forståelse for, hvorfor de får bestemte karakterer.

Der er særligt fokus på vigtigheden af feedback i forbindelse med svage præstationer og eksamener, som ikke er bestået. Nogle studerende kan have valgt det forkerte studie, og det er vigtigt, at de erkender dette tidligt i deres studie, så de får de bedste muligheder for at skifte studie eller lignende. Feedback spiller en væsentlig rolle her.

Description of your activity

Der kan gives både skriftlig og mundtlig feedback efter en eksamen. I dette projekt diskuteres begge former for feedback. Ligeledes diskuterer jeg tidspunktet for feedback, f.eks. om det er mest hensigtsmæssigt at give feedback lige efter en mundtlig eksamen, eller om det er bedre (f.eks. hvis eksamen ikke er bestået) at indkalde til et møde en anden dag. I projektet diskuterer jeg også hvem som bør give feedback: Det er oplagt, at eksaminator giver den primære feedback, men det er også muligt at involvere censor og studieledelse, f.eks. hvis en studerende har mange svage eller ikke-beståede eksamener.

Slutteligt diskuteres de etiske og juridiske aspekter af feedback, herunder spørgsmålet om i hvor høj grad man bør rådgive den svage studerende konkret om fremtidsperspektiverne eller snarere give den studerende redskaber til selv at vurdere, hvorvidt fortsat studie er hensigtsmæssigt eller ej.

Reflective description of experiences with activity as to how your practice can be inspirational/transferable to others (subjects, students, institutions,...)

Der bør især fokuseres på feedback på det første år af studiet. Jo hurtigere at studerende, som præsterer svagt, finder ud af, hvad de kan ændre – eller om de skal søge et andet studie – desto bedre. Dette gælder for ethvert studie. En god feedback-praksis har dog værdi på alle niveauer af studiet, så ved at indføre en god feedback-praksis på første år, kan man vænne både studerende og undervisere til at videreføre denne praksis senere i studiet. Mine egne erfaringer fra medievidenskab er, at undervisere giver feedback på meget forskellige måder og i meget varierende grad. Dette er ikke hensigtsmæssigt, men ved at fokusere på eksamensfeedback på første år – noget som er åbenlyst værdifuldt – vil denne praksis formentligt kunne smitte af på studiets feedback-praksis i al almindelighed.

SC 3-2: A supervisor's nightmare – Fremdriftsreformen and fixed biannual thesis deadlines

Author

Jane Ebsen Morthorst, Assistant professor, University of Southern Denmark, Department of Biology

Focus

Active Teaching and Learning / Supporting transition

Learning outcome of activity

Student benefits:

- 1. learned to give/receive feedback and react on it,
- 2. got inspired by each other,
- 3. regular deadlines initiated the writing process, and
- 4. focus on project management and learning instead of the grade.

My benefits:

- 1. no individual meetings,
- 2. less repeating myself,
- 3. a closer relationship to students, and
- 4. planning is easier because of fixed deadlines.

Description of your activity

Motivation and intention: When supervising bachelor thesis projects I spend an increasing amount of time teaching students basic writing and academic skills; how to write an academic thesis, *synthesise* and not *repeat* knowledge, avoid plagiarism, and plan a project. My goal is to increase the student's awareness on the importance of planning a project and writing and structuring project reports because those competences are requirements in their future jobs in public and private companies and organisations.

Problem: Because of *Fremdriftsreformen* (a political reform enacted to direct students to finish university studies faster) thesis deadlines are fixed (January and June 1st). Seven Bachelor students were handing in on June 1st and needed my comments on their thesis drafts mid-May, while I was still teaching courses. *How do I make supervision more efficient but still maintain high quality/student learning outcome?*

Initiatives and solution

- 1. A student manual about analytical thinking/writing and structuring a scientific report.
- Student group meetings (5 x 2 hours) with five focus areas: (1) Using references and Endnote, (2)
 Project management and peer-review, (3) Designing figures and avoid plagiarism, (4) Basic statistics
 and student presentations and (5) Statistical analysis of data.
- 3. E-learn activities: Students were asked to comment each other's texts and figures. I encouraged them to organise their homework, peer-feedback and deadlines before the next meeting.

Reflective description of experiences with activity as to how your practice can be inspirational/transferable to others (subjects, students, institutions...)

The manual and the group meetings replaced individual meetings and focus shifted from general to more scientific aspects. However, it requires the supervisor to coordinate things (e.g. send Doodles) and clearly assign student tasks to steer the group work (setting a deadline, agree on the number of pages for commenting etc.). It is important to reassure the students that they can always ask for a personal meeting!

SC 3-3: Portfoliometoden - CANCELLED

Author

Pernille Overgaard Friari Nielsen, Associate professor, Aarhus Tech (VIA University College), Architectural Technology and Construction Management

Focus

Supporting transition

Learning outcome of activity: Formålet med portfoliometoden er at sikre, at de studerende i løbet af 1. og 2. semester tilegner sig kompetencer til på sigt at kunne fungere som selvlærende studerende. Det er målet, at de som minimum erfarer, at deres egen aktive deltagelse er forudsætningen for deres læringsprogression.

Vi betragter det første studieår ud fra en 'lære-at-lære-dimension'. Her skal de studerende gøre sig bevidste om deres individuelle læringsvilkår for herigennem at lære at navigere og hvile i processen. De skal forstå at kunne omsætte (for dem) umulige vilkår til frugtbare muligheder. De skal aktivt tilskynde til undersøgelsen af en problemstilling, snarere end forfølge resultatet i sig selv. Det er ikke lige enkelt for alle studerende at tilegne sig disse kompetencer, så for at understøtte denne udviklingsproces, anvender vi portfoliometoden.

Description of your activity: Portfoliometoden er en undervisningsmetode, hvor vi faciliterer de studerende i opøvelsen af studiemetodiske redskaber og praktisering af skriftlig refleksion. De to tjener en gensidig fordel, da de i den bevidste læringsproces automatisk aktiverer hinanden: Har den studerende således fokus på aktiveringen af studiemetodiske redskaber, leder det automatisk til erkendelsen af redskabets funktionalitet i forhold til vedkommendes læringsstil - og vice versa.



Metoden understøttes af et portfolioundervisningsforløb, hvor vi sikrer et parløb mellem de studerendes evne til at styre deres læringsproces bevidst og deres professionsfaglige niveau.



Forløbet er inddelt i 3 faser med hvert sit tema. Undervisning i studiemetodiske redskaber sker primært på 1. semester, hvorefter de studerende på 2. og 3. semester opøver evnen til at anvende redskaberne i en læringskontekst. Ved hjælp af refleksionsområder reflekterer de studerende over deres brug af studiemetoder i forskellige læringssituationer. Vi følger deres refleksionsarbejde op med samtaler – individuelt og i gruppe.

Reflective description of experiences with activity as to how your practice can be inspirational/transferable to others (subjects, students, institutions,...)

Med metoden bidrager vi til opøvelsen af kompetencer, der er væsentlige i opnåelsen af velfunderet læring. For de studerende der forstår at tage metoden til sig, høstes der frugter langt tidligere end ellers, fordi de lærer at aktivere deres læringsproces og at se indad først. Den vil derfor med fordel kunne inspirere andre, der arbejder med aktiv læring - mere eller mindre direkte.

SC 4-1: Recognising and addressing mismatched student and teacher expectations

Authors

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

Focus

Student diversity and widening participation strategies

Learning outcomes of activity

By the end of this short communication participants will have had the opportunity to:

- Consider findings about reasons for mismatched student and teacher expectations
- Review ways to identify and better align student and teacher expectations

Description of your activity

Students often have expectations of their university education, including teaching, learning and assessment, which do not match those of their teachers (Prosser et al. 1994; Otting et al., 2010). Mismatched expectations are likely to be a particular issue for students from non-academic backgrounds and students who are unfamiliar with Danish education and culture. This can lead to reduced student engagement and surface learning as well as negatively affecting student retention (Troelsen and Laursen, 2014). During this activity delegates will be introduced to two or three examples of mismatched student and teacher expectations alongside a brief review of relevant studies' findings. Delegates will then be invited to engage with an example of mismatched expectations and using an interactive resource (e.g. Polleverywhere) to suggest possible ways in which students and teachers might better align their expectations of teaching, learning and assessment. The session will be supported with a summary of possible contributory factors and ways to pre-empt and address mismatched student and teacher expectations.

Reflective description of experiences with activity as to how your practice can be inspirational/transferable to others (subjects, students, institutions)

Mismatched expectations can affect all teaching, learning and assessment situations; therefore the subject of this short communication has relevance for higher education courses. SDU's Lecturer Training Programme and Universitetspædagogikum currently include a session where participants are invited to apply relevant studies' findings on student expectations to examples from their own professional practices, to both identify influencing factors and ways to better align expectations.

By offering some insights from this session as a short communication at TAL 2016, these findings and recommendations will be made more widely available to interested delegates.

SC 4-2: Developing a Personal-Learning-Portfolio (PLP) for 1st year students at the Department of Psychology

Authors

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Focus

Designing the first year experience / Supporting transition

Learning outcome of activity

B01 is the first module of the education in Psychology at University of Southern Denmark (SDU). The aim of B01 is to give the students a 'map' or a 'schemata' of psychology that they will later expand and modify throughout their education. This is done by introducing the students to the history of psychology, its theory of science and its different fields. However, feedback from our students told us that the risk of this objective is that the class is experienced to be fragmented.

The goal of developing and introducing a PLP is to reduce the possibility that the students feel the module is fragmented. This is done by giving them a tool that should make them: a) reflect on the relevance of their readings, b) reflect on how the learning objectives are intervened, c) develop their curiosity and show how they can pursue their own learning goals, and d) strengthen student 'empowerment' by showing them that they can influence their own learning.

Description of your activity

This presentation is based on three parts.

- 1. First we conduct a narrative review of national and international approaches to PLP that are published on the internet or in academic journals. Focus is on PLP's developed to be used in higher health care education and by first year students.
- 2. Based on this review we develop a PLP. This PLP is tested on five advanced students by using two different strategies: first the overall framework of the PLP is discussed and second we conduct cognitive interviews evaluating the comprehensibility and relevance of the questions posed in the PLP.
- 3. The PLP is then adapted based on the comments from the students. The development and initial testing of the PLP will finish by late August.

Reflective description of experiences with activity as to how your practice can be inspirational/transferable to others (subjects, students, institutions,...)

The presentation will give an overview of existing PLP that are used in higher health care education. This may be an inspiration to others who wish to develop and implements PLPs. Second, we will show the format of our particular Personal-Learning-Portfolio together with reflections on why it was developed in such a way. This includes the students' opinions about the PLP and the results of the cognitive interviews.

SC 4-3: A holistic approach to student competences as a method to combine and transfer competences from different courses towards a future working life - CANCELLED

Author

Tine Lynfort Jensen, Associate professor, University of Southern Denmark, Department for the Study of Culture

Focus

Supporting transition

Learning outcome of activity

The learning outcome relates to the learning goal of the course that focuses on the students' ability to develop and relate their different types of competences to the course subject of social and cultural innovation as well as their ability to reflect upon the transferability of the accumulated competences towards the final part of their education and their future working life.

Description of your activity

As part of a course in social and cultural innovation at master level, the students and the teacher cooperate to identify and develop student competences in order for the students to be able to reflect upon their different points of departure at the beginning of the course, as well as in the course process and at the end of the course. The students create so-called competence cards to describe three types of competences: the personal ones based on their background and educational identity, the knowledge based ones deriving from experiences outside university and from education, and the network based ones in the form of competences they can draw upon from people they know. The students develop and expand their understanding of their different competences during the course and they discuss the competence element in the written exam, where they also address their understanding of how their competences can be transferred to other parts of their educational life as well as their future working life.

Reflective description of experiences with activity as to how your practice can be inspirational/transferable to others (subjects, students, institutions,...)

This approach has been developed within the disciplines of innovation and entrepreneurship at the Humanities at SDU as a result of the need to integrate the competence element in processes that rely upon the students' ability to activate many aspects of themselves into idea generation. But the approach could easily be transferred to other disciplines in order to motivate students in general to engage themselves in a given learning process, especially courses that hold an element of creation or combination of methods, theories and practices or a master thesis.

SC 4-4: How can we interpret Internationalising the Curriculum?

Author

Anne Skov Jensen, Pedagogical consultant, University of Southern Denmark, Centre for Teaching and Learning

Focus

Student diversity and widening participation strategies

Learning outcomes of activity

- 1. To have reviewed different interpretations of Internationalising the Curriculum which are already in progress at University of Southern Denmark (SDU)
- 2. To have stimulated reflections on why and how our curricula could be internationalised

Description of your activity

- Brief visual overview and critique of a model of Internationalising the Curriculum in Higher Education (Spencer-Oatey, H. & Dauber, D., 2015)
- Insight into ways colleagues at SDU are Internationalising the Curriculum
- Reflective questions on Internationalising the Curriculum and its role in HE

Reflective description of experiences with activity as to how your practice can be inspirational/transferable to others (subjects, students, institutions,...)

In line with SDU's Strategy 2020, the Centre for Teaching and Learning (SDUUP) is currently supporting SDU teachers with different approaches to Internationalising the Curriculum. Each faculty is tasked with implementing ways to encourage more Danish and home students to study abroad during their studies and to provide opportunities for students who remain in Denmark to engage with an internationalized curriculum. This presentation provides a summary of practical ways in which teachers from different faculties at SDU are interpreting Internationalising the Curriculum and map them onto a relevant and contested model.

During the presentation I will briefly introduce the model and practical applications of Internationalising the Curriculum and then invite conference delegates to discuss the reflective questions.

SC 5-1: How to use a blog to teach arts students science theory

Author

Richard Herriott, Assistant professor, Design School Kolding, Industrial Design

Focus

Active Teaching and Learning

Learning outcome of activity

The learning outcome was for students with an arts background to become familiar with the key concepts of natural science philosophy. These would then be of use in assessing empirical data, theory and designing experiments to test concepts. The students were able to remain engaged with the course material during the interludes between lectures. In so doing the course content has more time to be absorbed. Students were better able to use the concepts discussed in class and to relate them to their design disciplines. Students also had an opportunity to use the course content in formulating their BA written projects

Description of your activity

The course involved weekly all-day lectures and workshops with a class of 60 students. Prior to the class the students could read the blog posting announcing forthcoming lectures. Immediately after a class day the students could read reflections on the day's work by the lecturer. They also were asked to post comments in response to the day's activity, in the form of a small written task related to the day's work. This could both help them consider what had been discussed but also to position them for the following week's activities. The blog allowed students to review each other's work and comments and further their understanding of the course content. The blog was not mandatory but was strongly encouraged.

Reflective description of experiences with activity as to how your practice can be inspirational/transferable to others (subjects, students, institutions,...)

The use of the blog did a number of things. Firstly, it created an interesting forum for presenting the new week's work and sometimes the material of guest presenters. It then allowed the students to remain engaged with material that is not amenable to short discussions and workshops but which requires consideration and time to absorb the meaning and implications. Specifically, the blog allowed all the students to contribute and to see each other's work. In a class there might be five or ten students who are among the best at contributing. The blog allowed (and compelled) other students to make contributions. This blog would be ideal for deliberative and discursive subjects where there is more emphasis on the student's own reading and writing. In this way the somewhat intangible lecture and workshop format becomes more enduring. Students can use the blog as a study aid since it gathers together the course content, reflections on that work and inter-student communication. In two cases the blog also allowed me as lecturer to generate new material. The comments of students raised points which were dealt with in the following class. As a whole, the blog extends the existence of the course from being once a week to being a learning process that takes place over a long time span and helps increase the sense of "presence" of the course.

SC 5-2: Teaching chemistry through inquiry and board games

Authors

Maéva Vignes, PhD, Paris Descartes University, Natural Sciences Vincent Dahirel, PhD, University Pierre and Marie Curie, Chemistry

Focus

Active Teaching and Learning / Student diversity and widening participation strategies

Learning outcome of activity

With Vincent Dahirel, we had the idea of developing and using games to teach different core concepts of chemistry.

Four games have been developed on atoms, molecules, and organic reactivity. Two inquiry games, respectively on two-dimensional (2D) and three-dimensional (3D) structures of molecules, allow the students to discover by themselves the principles and rules of construction underlying these representations. The two other games, the χ c (who's who) on the periodic table and the one on organic reactivity, are helping the students to learn respectively the properties of the elements according to their position in the periodic table and the basic concepts underlying the different reactivity of molecules in organic chemistry.

Description of your activity

I would like here to describe in more detail one of our inquiry games.

The VSEPR (valence shell electronic pair repulsion) game as we call it, is an inquiry game during which students are lead to discover by themselves the rules underlying the 3D representation of molecules simply by observing cards showing these representations. The students are organized in teams of around 4 players and the team who wins is the one who guess the most rules and define them the most adequately. This game is adapted to group of students with very heterogeneous level in chemistry and takes into account that some students who have already completed some years in higher education might already know these representations. In its format, this game also recapitulates the different steps of the experimental research method.

Reflective description of experiences with activity as to how your practice can be inspirational/transferable to others (subjects, students, institutions,...)

The games we developed are never used alone to approach a notion. They are fully integrated in the curriculum and are associated with online or classical classroom lecturing, and exercises sessions or practicals. We are happy to share all the materials of our games with other teachers. Our games can be used in classrooms of 20-40 students that are studying chemistry as a major or minor discipline. We have started a qualitative and quantitative evaluation of the pedagogical impact of these games and would like to pursue it with more students and teachers involved.

SC 5-3: Sharing is learning - CANCELLED

Authors

Robb Mitchell, Assistant professor, University of Southern Denmark, Mads Clausen Institute Andres Lucero, Assistant professor, University of Southern Denmark, Mads Clausen Institute Kathrina Dankl, Assistant professor, Design School Kolding

Focus

Active Teaching and Learning

Learning outcome of activity

Learning can be raised to a higher level through activities that support students to share their individual and group insights.

Description of your activity

This contribution examines four case studies, approaching the sharing of knowledge amongst students: Co-Curator, Inspiration Blog, DM Magazine and Electronic Concept Design. The cases are from three different international design programs in two institutions.

- *DM* Magazine* asked postgraduate students to create a 'magazine' from their own posters and summaries of 22 key texts on Design Methodology. In editorial groups they reviewed colleagues' work, agreed on a magazine format and thus a way to share and access this collectively gained knowledge.
- *Co-Curator* allowed IT Product Design students to use their mobile devices to collect, share, and collaboratively curate personal sources of inspiration at the start of their projects. The tool was introduced at the start of a course. Its potential positive effects in the students' learning experience were discussed during retrospective interviews.
- *Electronic Concept Design* was a project where BENG interaction design students conducted a full usercentred design process to create a novel design concept. It included theme framing, user studies, concept framing, and interactive prototyping to produce functional solutions that they presented in the end of the project.
- *Inspiration Scrapbook* invited first semester interaction design engineering students to co-author a web blog. Students were asked to share visuals of interesting games. The hope was to catalyse the students' group projects designing digital-physical play.

Reflective description of experiences with activity as to how your practice can be inspirational/transferable to others (subjects, students, institutions,...)

Sharing is essential for the four teaching activities, whether in the forms of observations, insights, intermittent findings, and ideas. It functions as a way of scaffolding students' learning from the individual towards the collective. Through facilitating sharing, offering approaches to curating and discussing selection criteria, process and outcome learning was supported; it has potential for all subject areas and professions where knowledge is developed individually/in groups and is required to be shared. Through cross comparison of our cases, we offer some tricks, tips and warnings for developing sharing is learning activities.

SC 6-1: Metoder til aktiverende læring i laboratorier

Author

Cita Nørgård, Pedagogical consultant, University of Southern Denmark, Centre for Teaching and Learning

Focus

Active Teaching and Learning

Learning outcome of the activity

This project relates to a competence development project that I have conducted for teaching staff responsible for laboratory teaching at SDU, Health science. Module one (3*3,5 H). The participants were animal laboratory staff (approx. 15 -18 participants). Module two (3*3,5 H) will be conducted in autumn 2016.

The learning goals for the course

- Knowledge: being able to build arguments for choosing a specific method for and setup of the laboratory exercises
- Skills: being able to choose, carry out and evaluate teaching and learning activities
- Competences: being able to choose and give reasons for learning set ups in the laboratory and to supervise colleagues teaching lab exercises.

Description of your activity

Participants try out different set ups in the lab of selected exercises that they teach. Their peers act as students and observers in the different situations. The setups are illustrations of, for instance, different teacher roles and learning situations. Discussions before and after the teaching exercises include themes like the roles of the teachers, the students' role, how to use specific teaching materials, the role of the introduction to exercises, the different phases of exercises, learning theories like co-creation and scaffolding, challenging students at different taxonomic levels, typologies of students, students' expectations, student's professional development etc.

Reflective description of experiences with activity as to how your practice can be inspirational/transferable to others (subjects, students, institutions, ...)

This general approach that brings together the learning taxonomy for students' skill learning, the methodological approach and the laboratory framework can be applied to especially health education, engineering and natural science education.

SC 6-2: Development and implementation of e-learning material

Authors

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Focus

Active Teaching and Learning

Learning outcome of activity: For students to achieve knowledge and understanding of basic biostatistics and the ability to conduct simple statistical analyses in the statistical programme STATA through an e-learning programme with video podcasts and exercises.

Description of your activity: An e-learning module was developed. Knowledge and understanding of biostatistics were achieved through reading recommended literature and watching 7 short theoretical video podcasts on basic biostatistics. The ability to conduct statistical analyses was achieved through watching 10 video podcasts on STATA and doing 10 minor statistical exercises in STATA. Students were provided with data sets, written exercises with explanations and links for an online tutorial to STATA. All materials were focused on the varied pre-knowledge on biostatistics of professional bachelors in order to ease the transition to the Master of Science in Public Health programme.

Reflective description of experiences with activity as to how your practice can be inspirational/transferable to others (subjects, students, institutions,...)

Overall the e-learning module worked acceptably. In spite of a low student satisfaction rate, it shows promising results as students appraised the video podcasts and exercises very positively.

Through the evaluation we identified the following challenges:

- Lack of certainty: Students evaluated especially the theoretical video podcasts positively, as they
 provided short and focused information on a biostatistical theme. However the main concern for
 students was that they were not able to make sure if they actually understood the theory correctly
 before moving forward to the statistical exercises in STATA. Therefore a recommendation for future
 would be to develop a 'test of knowledge' in order for students to ensure their knowledge.
- 2) Lack of security: Students liked the statistical STATA exercises themselves, but were insecure and found it difficult to operate the programme even with written explanations and video tutorials available online. The exercises operate with menus instead of commands. The recommendation could be to produce an extra video podcast on the use of STATA and introduce commands instead of menus as they are more stable over time.
- 3) This type of e-learning module can be used in other subjects where students' basic understand and training of skills is in focus.

SC 6-3: Erfaringer fra statistikundervisning af kandidatstuderende med en sundhedsvidenskabelig professionsbachelor

Author

Sören Möller, Assistant professor, University of Southern Denmark, Clinical Institute (OPEN)

Focus

Supporting transition

Learning outcome of activity

Jeg underviser i statistik på kurser for kandidatstuderende, der bliver optaget på SDU på baggrund af en professions-bachelor som sygeplejerske, jordemoder eller ergoterapeut. Disse studerende har deres egne udfordringer, men også styrker, i forhold til læring af statistik på deres kandidat, sammenlignet med studerende, der tager en kandidat som overbygning på en universitetsbachelor. Specielt har vi haft udfordringer i forhold til læringsmålet

• Kompetencer: At kunne vurdere statistiske resultater og analysestrategier kritisk.

som er centrale i vores kurser, men kræver en mere kritisk og abstrakt tilgang fra de studerendes side, end hvad de er vant til fra deres tidligere uddannelser og erhvervserfaring.

Description of your activity

I vores kurser har vi forsøgt at målrette undervisningen til vores studerendepopulation ved

- Målrettet at motivere det fagfaglige indhold med cases fra deres fagområder
 - herved tilsigter vi at gøre brug af de studeredes stærke faglighed fra deres professionsbachelorer, samt at tydeliggøre, hvordan denne faglighed relaterer sig til det statistiske indhold, og hvordan denne faglighed kan bruges for at opnå de krævede kritiske kompetencer.
- Klart at forventningsafstemme kursernes faglige krav og begrænsninger
 - herved tilsigter vi at mindske de studerendes usikkerhed i forhold til strukturer og forventninger i kurset og på uddannelsen, hvilket tidligere har vist sig som et problem, da de ikke er vant til at læse på universitetet. Herved tydeliggør vi også for de studerende, at en kompetence til kritisk at vurdere resultaterne er et vigtigt krav, og at ren gengivelse/forklaring af resultater ikke er nok for at opnå læringsmålene.
- Aktivere de studerende i undervisningen ved at indbygge diskussionsopgaver
 - herved tilsigter vi at øge de studerendes læringsudbytte og tvinge dem til selv at forholde sig til det faglige indhold, hvilket vi håber kan styrke deres kritiske kompetencer.

Reflective description of experiences with activity as to how your practice can be inspirational/transferable to others (subjects, students, institutions,...)

Gennem de sidste to år er det blevet tydeligt, hvilke særlige udfordringer denne studerendepopulation har, og hvordan disse kan håndteres, samtidigt med at de studerendes særlige positive forudsætninger kan udnyttes ved målrettet tilpasning af undervisningsindhold og -metoder til målgruppen.

Dette kunne også være relevant på andre uddannelser, specielt eftersom kandidatoverbygninger til professionsbachelorer bliver et mere udbredt fænomen. Specielt er vi blevet bedre til at få fokuseret på de studerendes kritiske evner overfor stoffet, hvilket generelt er en kompetence, der kræves på mange videregående uddannelser.

SC 6-4: Didaktisk potentiale i mangfoldigheden hos studerende på Bygningskonstruktøruddannelsen – elementer i etableringen af et rummeligt læringsfællesskab

Author

Ask Raun, Architect, Aarhus Tech (VIA University College), Architectural Technology and Construction Management

Focus

Designing the first year experience

Learning outcome of activity

Baggrund: De studerende ved bygningskonstruktøruddannelsen fordeler sig generelt i to omtrent lige store kategorier, hvad angår adgangsgivende kvalifikationer: Uddannede håndværkere og studenter. Disse to grupper kan generelt karakteriseres ved at have kvalificerende forudsætninger, der ligger fjernt fra den anden gruppes – men kvalifikationer, der hos en uddannet bygningskonstruktør er lige væsentlige og skal komplementere hinanden.

For at den enkelte studerende kan nå til at arbejde bevidst med at komplementere sine fremherskende kundskaber - og i dette arbejde trække på medstuderende med komplementære erfaringer – forudsættes bl.a.

- en erkendelse af at kundskaber, man mangler, har værdi
- at man ser almene forudsætninger i sig selv, der peger frem mod kundskaber, som medstuderende allerede har (kontinuitet i læringen)

De studerende skal gennem den beskrevne aktivitet

- erfare hvor bred en vifte af kundskaber, der kaldes på i professionen som bygningskonstruktør taktile såvel som metodiske og analytisk-refleksive.
- opnå en første egen erfaring med at bygge bro mellem disse poler.
- i processen få en første oplevelse af, at egne forkundskaber kan udgøre fundamentet for tilegnelse af komplementerende kundskaber.

Dette skal støtte grundlæggelsen af en læringskultur, som kendetegnes ved åbenhed, interesse og gensidig respekt mellem studerende med vidt forskellige erfarings- og begrebsverdener.

Description of your activity

Som en af de første aktiviteter på studiet gennemføres et *grundkursus i problembaseret arbejde* i en kontekst, hvor grupper af studerende med forskellig baggrund aktiveres i en rolle, der på forsimplet vis mimer én af fagets kerneroller: Bygningskonstruktøren som den, der anviser bygningskonstruktioner.

Kurset tematiserer behovet for et amalgam af taktile, metodiske og analytisk-kognitive kundskaber. De indlagte gruppeopgaver løses bedst ved anvendelse at disse i et tæt samspil.

- Der gives et problem i en alment genkendelig kontekst (valg af beklædning til en bestemt situation)
- Problemet analyseres; der opstilles kriterier for valg af løsning
- På baggrund af analysen træffes et valg

• Valget evalueres med udgangspunkt i analysen

Problemet kalder på

- anvendelse af almene taktile erfaringer (fundamentet for den gode håndværkers professionelle kundskaber)
- grundlæggende analytisk behandling af disse erfaringer

Reflective description of experiences with activity as to how your practice can be inspirational/transferable to others (subjects, students, institutions,...)

For alle uddannelser med stor spredning i de studerendes forkundskaber kan det være til almen inspiration at diskutere, hvordan lignende grundkurser kan designes, så de målrettet tematiserer de udfordringer og potentialer, denne spredning rummer i forhold til læringskulturen.

Mere specifikt kan det givne eksempel ved at tage udgangspunkt i kombinationen af taktile erfaringer og analytisk metode være til inspiration for andre uddannelser, hvor de studerendes relevante forkundskaber spænder fra det taktilt erfarede til det teoretisk tilegnede, f.eks. ingeniøruddannelserne.

SC 7-1: Why and how student instructors can improve learning in and outside of the classroom: A three-fold perspective

Author

Christian Røj Jørgensen, Student instructor Marie Messel, Student instructor Jan Toftegaard Støckel, Associate professor

All from University of Southern Denmark, Institute of Sport and Biomechanics

Focus

Active Teaching and Learning

Why and how student-instructors can improve learning : A three-fold perspective

The use of student-instructors has become a normal practice within most faculties and universities. The practice involves hiring students to teach certain lectures, mainly lab-experiments and case-oriented classes. As such, the student-instructors are mostly viewed as an 'extra feature' used for low-maintenance courses to reduce the total cost of wages.

We argue that the benefit of using student-instructors goes beyond this. By analyzing our use of studentinstructors through a sports-pedagogy course we show that the use of student instructors creates opportunities for meaningful learning not just for students, but also for the student-instructor and the lecturer of the course.

Learning outcome and description of the activity

The student-instructors are provided with a unique possibility to develop deeper *understanding of the scientific field* (in this case sports-pedagogy) but also their ability to *facilitate teaching* and *present theories and scientific findings*. This can be viewed as a means of talent-development, creating an environment where a few selected students are able to develop outside of their regular studies.

The students receive the benefit *of increased support and feedback* from the student-instructors. The studentinstructors have been through the very same learning experience that the students are currently going through. Therefore, the student-instructors are able to act as role models. This proves a very powerful tool in creating a *positive learning environment* where participation is facilitated by the presence and engagement of the studentinstructors.

The lecturer experiences the novel benefit of rethinking and explicating course aims, learning outcomes and learning activities through shared conduction and collaboration with the student-instructors. This is important because lecturers commonly operate on a tacit cognitive level where the construction of meaning is primarily at the level of the lecturer rather than the student learners. The process of joint planning and teaching may serve as an important source of inspiration and disconfirmation of previous beliefs which may lead to renewed motivation for teaching.

Reflective description

We strongly urge lecturers to engage in the use of student-instructors to improve learning in classrooms. As the analysis concluded this could help improve not only student learning, but also create opportunities for the student-instructors and the lecturer to learn and be inspired.

SC 7-2: Teaching first year instructors

Author

Annemette Kjærgaard, PhD, Associate dean, Copenhagen Business School Thyra Uth Thomsen, Associate professor, Copenhagen Business School, Marketing

Focus

Designing the first year experience / Supporting transition

Learning outcome of activity

In this session we present findings from a research project on how universities can support competence development of teachers who teach first year undergraduate students. The aim of the competence development programme is to ease students' transition into higher education while increasing student retention and student learning.

Description of your activity

A teacher training program for first year teachers was designed with a special focus on (a) changing teachers' perception of the their role as teachers, (b) broadening their understanding of who their students are, and (c) to help them include evidence-based learning activities and feedback in their teaching.

Two classes were randomly chosen of a total of 14 undergraduate classes, all enrolled in the BSc Business Administration Program in summer 2015. The teachers from all four courses in the first semester: microeconomics, managerial economics, statistics and organizational analysis participated in the programme. Since two teachers taught the same course in both classes, 6 teachers participated in total.

The programme consisted of three group-based workshops and two one-on-one supervision sessions. The three workshops consisted of a mix of short lectures and peer-to-peer discussions. All workshops took place before the start of the semester. The workshops covered the following topics:

- 1. Insights on first year students and personal teaching styles
- 2. Evidence-based teaching practices
- 3. Pedagogical strategy

Reflective description of experiences with activity as to how your practice can be inspirational/transferable to others (subjects, students, institutions,...)

The findings from the project conclude that the programme helped teachers to better understand students, which made them more relaxed and less tense when teaching. They reported to enjoy teaching more and find themselves to have become better teachers who are more aware of their teaching style. They have become more approachable and are better at activating students while being more attentive to students' needs.

SC 7-3: Using a fictional court case or mediation as part of the "rus" introduction to the study of law

Author

Ayo Næsborg-Andersen, Assistant professor, University of Southern Denmark, Department of Law

Focus

Supporting transition

Learning outcome of activity

As this is the very first academic task the students are set, it has a threefold function.

- First of all, it invites the students to work together in groups, thereby specifically introducing them to their fellow students, and to group work as a whole.
- Second, by inviting the students to work with the topic they have chosen to study, namely law, before any lectures have been held, and probably before they have read any of the textbooks, they are forced to rely on their instincts. Since many of the students do remarkably well in building up their legal arguments, the competition serves to demystify the topic of law, and hopefully whets their appetite for studying.
- Third, the cases they argue are later used in the lectures, thereby providing the students with an element of recognition.

Description of your activity

As part of the freshman introduction ("rus") to life as a university student, we divide the students up into groups, and give them a case to prepare. We have two concurring competitions, one for law students (jura), who get a case designed as a lawsuit, and one for students of economics and law (ha.jur), who get a case designed for mediation. Both cases are built on actual cases, appearing in the textbooks. Half the groups are designated as plaintiffs, the other half as defendants. They have a few days to prepare their arguments, which are then presented before a court consisting of some of their lecturers. The students are evaluated based on both their arguments, and their ability to work in groups, and winning groups are selected on both sides of the cases.

Reflective description of experiences with activity as to how your practice can be inspirational/transferable to others (subjects, students, institutions,...)

The activity serves as an academic element of the freshman ("rus") introduction, and as such has been a tremendous success, several years running. The students are eager to participate, likely due to a few factors:

- a) They are eager to try "being a real lawyer", i.e. getting a taste of what their studies can be used for
- b) The cases are not overly complicated, but contain arguments that can be used by either side, making the students perceive the competition as fair.
- c) The students recognize the cases when they later appear in the textbooks, and relate easily to them, thereby further motivating them.

SC 7-4: Large classes: Enhancing the Learning Space with Blended Learning (Store hold: Styrkelse af læringsrummet med Blended Learning

Author

Lone Borgersen, Associate professor, University of Southern Denmark, Mærsk McKinney Møller Institute

Focus

Active Teaching and Learning / Designing the first year experience

Learning outcome of activity: The purpose is to implement active teaching and learning in large classes by using enhancing blends, thereby giving room for students to become active learners.

The intended learning outcome is that the students learn to

- be self-confident and self-propelled active learners
- effective and efficient learners
- express themselves and communicate with peers about professional issues

Description of your activity: "Active teaching and learning" is under pressure at the engineering programs due to an increase in the enrollment of students and in the size of the classes. My endeavor is the continuous improvement of the learning space - and now for large classes. To this I have adjusted an existing course with approx. 140 students on the first semester of an engineering program. The core of the idea is to enhance the learning process by enabling the student to communicate online in their module preparation.

As illustrated below the modules in the course have 5 stages:



Figure 1 The five stages in a course module with enhancing blends

In the third stage "Dialogue" the students will join an online dialogue concerning review questions, problem solving or the like. In the teacher's lesson there will be some kind of lecture based on the online dialogue.

The means to the end is

- Scaffolding the learning process:
 I'll use Gilly Salmon's 5-stage model to make the virtual learning environment visible and readily accessible
- Enabling the students to communicate, connect and collaborate online: In the 5 instructor classes, the instructors will serve as both e-moderator and moderator in the exercises.
- Making online activities readily accessible:
 Online activities will be readily accessible by process overview, appropriate examples and notifications.
- Mandatory participation:
 Participation is both an end and the means as the students' preparation and the online dialogue are prerequisites for the Teacher's lesson. The participation is measured by contribution points.
- Enabling an effective study start: To make the students self-confident and self-propelled, the course starts with a matching of expectations, which are adjusted midway and reflected upon at the end of the semester. Besides this the students are provided with activity guidelines that introduces good study habits.
- Correlation between stages: The lesson will build on the questions and dialogue, to ensure correlation between stages.
- Control of the time consumption:
 A coarse effort budget for the teacher and the instructors is used to exchange old activities for new activities.

Reflective description of experiences with activity as to how your practice can be inspirational/transferable to others (subjects, students, institutions,...)

The activity is taking place in autumn 2016. I assume that the organization of the course may be adapted by others with large classes and especially large classes on the first semesters.

Workshop 1: "Plagiatspillet"

Author

Niels Vogensen, VUC Syd

Focus

Active Teaching and Learning / Designing the first year experience

Learning outcome of activity

Formålet med spillet er:

- at hjælpe undervisere og undervisningsansvarlige med at vurdere konkrete plagiattilfælde,
- at formulere og diskutere konkrete forslag til forebyggelse og
- at diskutere universiteternes diskurs om årsager til plagiat: snyd eller blot manglende studiekompetencer?

Description of your activity:

Workshoppen er bygget op omkring afviklingen af et brætspil (udviklet af Niels Vogensen), hvor deltagerne skal vurdere og rangordne 9 plagiatcases, vælge sanktioner og generere forslag til forebyggelse af plagiat. Spillet bygger på aktuelle SDU-sager, som dækker typiske tilfælde af plagiat. De anvendte konsekvens- eller sanktionskort er i tråd med retningslinjer gældende for SDU og for de fleste andre universiteter.

Workshoppen struktureres i 4 faser:

- 1. (10 min.) Kort introduktion til plagiatfænomenet: problemets registrerede omfang på danske universiteter set i forhold til det formodede omfang (danske, tyske og amerikanske undersøgelser), typer af plagiat og studerendes forklaringer (SDU-data) og den aktuelle 'snyde'-diskurs.
- 2. (30 min.) Afvikling af spillet i 4-mands grupper.
- 3. (10 min.) Opsamling på gruppernes spilløsninger og sammenligning med nuværende praksis på SDU.
- 4. (10 min.) Diskussion: Hvilken betydning har henholdsvis en moraldiskurs (plagiat er snyd og bedrag) og en vejledningsdiskurs (plagiat skyldes manglende fortrolighed med akademisk praksis) for forebyggelsesstrategier?

Reflective description of experiences with activity as to how your practice can be inspirational/transferable to others (subjects, students, institutions,...)

Målet med workshoppen – og dermed det intenderede læringsudbytte - er en diskussion af:

- Hvilken betydning har henholdsvis en moraldiskurs (plagiat er snyd og bedrag) og en vejledningsdiskurs (plagiat skyldes manglende fortrolighed med akademisk praksis) for forebyggelsesstrategier?
- Herudover er det forventet, at deltagerne får et indblik i, hvordan et spilformat kan anvendes med læringsformål.

Referencer

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Workshop 2: How do you design a good study start for blended and distance learning courses?

Author:

Inger-Marie F. Christensen, Senior e-learning advisor, SDU Centre for Teaching and Learning

Focus:

Supporting transition

Learning outcome of activity

The learning outcome of online study start activities are for students to:

- feel safe and secure in the virtual learning environments employed
- master the technical aspects of logging in and participating actively online
- master communication and interaction online
- get ready to learn online

During the workshop, conference delegates will gain knowledge on:

- the importance of a good study start in blended and distance learning
- a design model that supports the creation of a safe, virtual learning environment
- a concept for design of activities that scaffold students' interaction and active learning online
- specific activities that enhance student motivation and engagement

and gain the skills and competences to:

- plan a good online study start
- design specific online study start activities

Description of your activity

One of the challenges in blended and distance learning is that students engage too late or not at all in the online activities. The cause might be technical problems that are discovered too late or students feeling unsafe and insecure about what is going to happen online and what role they are to play.

Effective study start for blended and distance learning (presentation)

In this workshop, we will first account for the study start models used at the blended learning course "Design of blended and distance learning" and the distance learning course "Teaching for Tomorrow". Both study start models focus on the creation of a safe, virtual learning environment, and activities are designed to facilitate interaction and active learning online. For this purpose, Gilly Salmon's five-stage model and e-tivities concept are used. Specific activities are designed so that course participants get clear and precise instructions on the topic and how and when to contribute and interact. Furthermore, the learning goals of each activity are explicitly stated. This provides course participants with a clear and visible learning path that is easy to pursue when studying online. In addition, activities connect to the course participants' backgrounds and practice to enhance motivation and engagement.

Designing study start activities (hands-on in small groups)

During the workshop, conference delegates will get the possibility to work with Gilly Salmon's five-stage model and e-tivities concept and design their own study start activities for blended or distance learning.

Present and discuss your study start activities (plenum)

Conference delegates present and discuss their study start activities.

Reflective description of experiences with activity as to how your practice can be

inspirational/transferable to others (subjects, students, institutions...)

The two courses mentioned above were aimed at university and university college teachers, however, the two study start models can easily be transferred to blended or distance learning for students. Gilly Salmon's five-stage model and e-tivities concept were originally created for pure distance learning, but this workshop will illustrate how the model and the concept can be adjusted to a blended learning context.

Workshop 3: Motivationer og meninger hos 1. årsstuderende. Teori, koncept og erfaringer fra arrangementet `Din uddannelsescocktail"

Author:

Rune Mastrup Lauridsen, Student guidance councellor, University of Southern Denmark, Faculty of Humanities

Simone Louise Nothlev Sørensen, Student guidance councellor, University of Southern Denmark, Faculty of Science

Focus:

Designing the first year experience

Baggrund

2. semester på bacheloruddannelserne er traditionelt tidspunktet, hvor flest studerende falder fra. I studievejledningerne erfarer vi, hvordan studerende på dette tidspunkt har mistet 'nyforelskelsen' i studiet, de knokler hårdt med førsteårets basale kernefag, og gør sig tunge overvejelser som "er det her virkelig mig?", "gider jeg det her de næste 4-5 år?", "hvad fører alle anstrengelserne til?" og "hvis jeg skal skifte til noget andet, skal jeg gøre det nu".

Studievejledningen på Humaniora gennemførte i foråret 2016 en række workshops for studerende på 2. semester fra Danskstudiet og Historiestudiet med det formål at styrke de studerendes motivation til at gennemføre uddannelsen. Evalueringen viste at formålet blev indfriet.

Formål med workshop

Deltagerne vil opnå:

- Blik for de mange motivationer (for at studere), og dermed mange årsager til studietvivl.
- Forståelse for sammenhængen mellem motivation den *mening* med at studere, den studerende skaber igennem troværdige fortællinger om sig selv.
- Forståelse for at studerende kan opnå styrket studiemotivation gennem kollektive vejledningsindsatser, hvor der arbejdes med den studerendes meningsskabende fortællinger
- Indblik i hvordan de studerendes meningsskabende fortællinger om sig selv kan hjælpes i gang og tydeliggøres for dem selv og medstuderende igennem gode spørgsmål og øvelser.

Opbygning af workshop

1. Præsentation af den teori som danner baggrund for udformningen af arrangementet:

Antonovsky: Flodmetaforerne:

Lære de studerende at svømme fra starten af deres uddannelse (ved at give dem relevant viden, men også igangsætte refleksioner over deres egne planer med uddannelsen), fremfor at hive dem op af floden (evt. når de har valgt forkert, har misset en frist for tilmelding til tilvalg eller udenlandsophold – eller bare har glemt at tænke over hvad de egentlig ville med uddannelsen).

Din uddannelsescocktail skal ses som et proaktivt vejledningstiltag, der understøtter de studerende i at navigere meningsfuldt og på oplyst grundlag igennem deres individuelle uddannelsesproces.

Antonovsky: Oplevelsen af sammenhæng

For at kunne opleve sammenhæng, skal disse tre elementer, ifølge Bandura, være til stede.

- Begribelighed (forudsigelighed, viden)
- Håndterbarhed (belastningsbalance, handlekompetence)
- Meningsfuldhed (lyst)

Robuste studerende skal have den viden, der giver oplevelsen af forudsigelighed.

Hermed understøttes oplevelsen af håndterbarhed (kan overskue valg, muligheder og konsekvenser undervejs – og den studerende kan bruge størstedelen af sine kræfter på det faglige).

Kan den studerende begribe og håndtere valg og muligheder undervejs, så spoleres meningsfuldheden og lysten til uddannelsen ikke af usikkerheder, tvivl og manglende viden. Derimod øges lyst og meningsfuldhed, når den studerende får viden om, hvad der venter, og hvilke valgmuligheder der opstår undervejs.

Din uddannelsescocktail skal fokusere på at give de studerende viden, handlekompetence og lyst til at engagere sig i deres uddannelse!³

Bandura: Self-efficacy

Ifølge Bandura hænger motivation uløseligt sammen med et menneskes "self-efficacy", dvs en persons tro på egne evner i en given situation. Troen på sig selv i en specifik situation spiller ind på handlingen, for den afgør, hvor meget man anstrenger sig, hvor vedholdende man er, og hvor mange udfordringer man kan håndtere. Den spiller også ind på hvorvidt tankemønstre er fordrende eller nedbrydende.⁴

I Din uddannelsescocktail arbejder vi med den studerendes muligheder og søger at styrke hendes tro på, at udfordringer kan overvindes.

Horsdal: Narrativer som meningskabere

`...telling and exchanging narratives is the primary way of making sense and creating meaning of our own being'. $^{\rm 5}$

Egne fortællinger tilskriver begivenheder mening og skaber orden i kaos – Dvs. at studerendes (fremtids)fortællinger om deres studie, liv og (karriere)ønsker kan være med til at skabe mening, orden og en rød tråd i deres uddannelsesforløb.

Din uddannelsescocktail skal være med til at de deltagende studerende hver især påbegynder en sammenhængende fortælling om dem selv som individuelle fagpersoner med egne intentioner ift. deres uddannelsesproces.

³ Antonovsky, Helbredets mysterium

⁴ Bandura, Self-efficacy: The Exercise of Control.

⁵ Horsdal, Telling Lives (bagsiden)

Peavy: Livsverdener

Peavy har udviklet socialkonstruktivistisk vejledning bl.a. ud fra følgende principper:

- Vi lever i et univers af talrige virkeligheder.
- Vores verden som mennesker konstrueres socialt.
- Sproget er menneskets medium, og det udstyrer os med redskaber til at konstruere og rekonstruere personlige og sociale virkeligheder.

Målet med Peavys metoder er at styrke individet i at forme sin egen tilværelse.⁶

I Uddannelsescocktail skal deltagerne formulere og konstruere deres uddannelses- og karriere-"verden" sammen med ligesindede.

2. Om arrangementet "Din uddannelsescocktail".

3. Øvelser og diskussion:

Deltagerne på workshoppen skal arbejde med et par af de øvelser, som de studerende arbejder med i "Uddannelsescocktail".

- `Hvorfor har du valgt at blive..'?: (Deltagerne skal arbejde med deres fortælling)
- Studiemønstre-matrix: (Deltagerne skal vurdere, deres individuelle oplevelse af de forskellige studiemønstre, og tage stilling til i hvilken grad de pt. tilgodeser alle studentertyperne i matrixet)

4. Pointer fra evalueringerne af `Din uddannelsescocktail'

⁶ Vance Peavy: Konstruktivistisk vejledning

Workshop 4: The power of Non-Formal Education

Author:

Carlos Guillemot, MSc, Project leader, Banedanmark Piero Gentilini, MSc, External lecturer, University of Southern Denmark, Department of Marketing and Management

Focus:

Active Teaching and Learning / Designing the first year experience

Learning outcome of activity

Showcase to participants how Non-Formal Education (NFE) can help teachers and instructors in the learning process. After the workshop, participants will be familiar with the concept of NFE. Participants will understand the importance of active learning through the use of activities that can help students' learning. NFE can support active learning and make students engage with their colleagues and with the teacher to a higher degree. The workshop aims at showcasing how with alternative methods students' learning can be triggered in a more engaging way.

Description of your activity

In this workshop, you will get the opportunity to discuss and explore the concepts of formal and non-formal education and arrive at definitions that can inform practice. In groups, participants will be asked to discuss and categorise specific activities into the two categories, formal and non-formal educational activities. The focus is on exchanging knowledge and experiences with regards to non-formal educational activities and encourage participants to reflect on the possible implementation in their own practice. The workshop will also give participants the opportunity to discuss and suggest how formal educational activities can be changed into non-formal ones with the purpose of enhancing student engagement and motivation.

The purpose of such activities is for participants to understand the power of active learning through NFE. Furthermore, it helps participants to go through the experiential learning cycle, defined by Kolb (1984, p.38) as "learning is the process whereby knowledge is created through the transformation of experience".

Our workshop is aimed at practitioners who are in contact with students such as teachers, professors, instructors, educational developers, researchers and librarians.

Reflective description of experiences with activity as to how your practice can be inspirational/transferable to others (subjects, students, institutions...)

The workshop will inspire participants into trying to see whether NFE activities could be implemented and adapted into their work with students. One of the aims is to be able to inspire SDU staff and people working in the region of Southern Denmark to further refine their own current practice or to develop new practices within active teaching and active learning.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.