

Practical Information
Programme
Abstracts for Short
Communications,
Posters and Work-
shops

Conference Teaching for Active Learning

14 November 2019
University of Southern Denmark
Campus Odense

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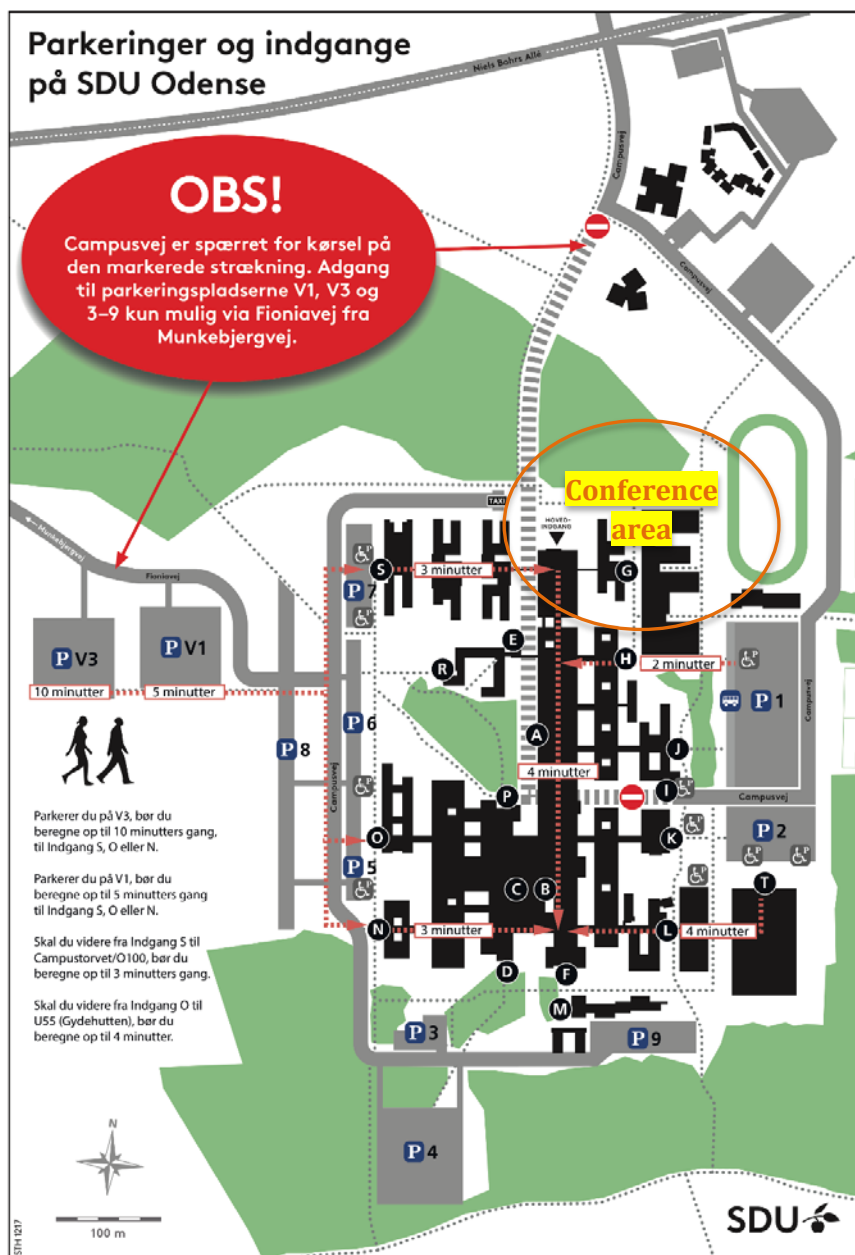
Programme

08.30-09.00	Registration - coffee and rolls
09.00-09.15	Welcome (auditorium O100)
09.15-10.30	<p>Keynote speaker Dr. Lorraine Dacre Pool: Employment in Higher Education</p> <p>The presentation will discuss what we mean by the term 'employability' and why it is an important concept within Higher Education.</p> <p>There will also be an opportunity to hear about a model/framework for employability, the CareerEDGE model, which is widely utilised and cited both in the UK and internationally. The CareerEDGE Employability Development Profile (EDP) will be introduced and shared, with ideas for how to use in practice.</p> <p>There will also be the opportunity to hear about a range of successful employability development activities from the UK.</p>
10.30-10.45	Break
10.45-12.15	Parallel sessions part 1
12.15-13.00	Lunch
13.00-14.30	Parallel sessions part 2
14.30-14.45	Break
14.45-15.45	<p>Panel discussion on Employability (auditorium O100)</p> <p>Keynote, Dr. Lorraine Dacre Pool</p> <p>From SDU (see presentation on next page)</p> <ul style="list-style-type: none"> • Anni Sjøborg, Director of Educational Innovation • Kim Bæksgaard Hansen, Team coordinator, SDU Research and Innovation Organisation • Tine Lynfort Jensen, Associate Professor, Department of Language and Communication
15.45-16.00	Closing statements – TAL2020 (auditorium O100)

MAP – SDU, conference area and parking

University of Southern Denmark
Campusvej 55
5230 Odense M

If you arrive at SDU by car, we advise you to enter by Munkebjergvej and Fioniavej and to use the parking spaces at Fioniavej (P West – PV1, PV3 ...) instead of entering by Campusvej. Parking at the Swimming Pool/ Cortex Park (P East, P1, P2) is difficult and there are far more available parking spaces at Fioniavej.



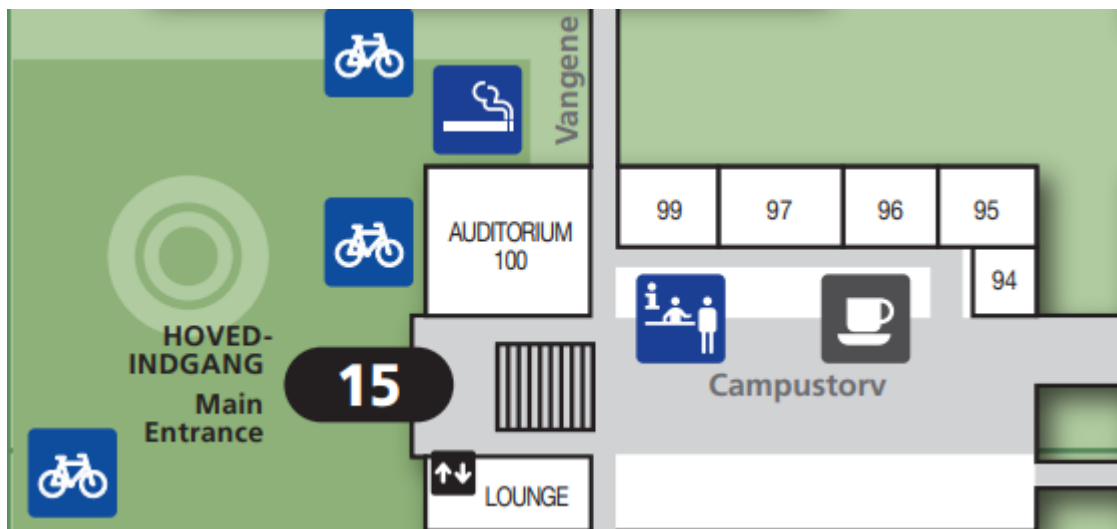
Where to go?

Welcome, Keynotes, Panel discussion and
Closing statements:

Auditorium 100:

Short communications, Poster session and Workshops:

Session rooms 94-99, and O100



Key note speaker

Dr. Lorraine Dacre Pool, PhD, CPsychol, PFHEA



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

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

- Dacre Pool, L. & Sewell, P. (2007). 'The key to employability: developing a practical model of graduate employability'. *Education + Training*, 49 (4), 277-289
- Sewell, P. & Dacre Pool, L. (2010). 'Moving from conceptual ambiguity to operational clarity: employability, enterprise and entrepreneurship in higher education'. *Education + Training*, 52 (1) 89 – 94
- Dacre Pool, L. & Qualter, P. (2012). Improving emotional intelligence and emotional self-efficacy through a teaching intervention for university students. *Learning and Individual Differences*, 22, 306 – 312
- Dacre Pool, L. & Qualter, P. (2013). Emotional Self-Efficacy, Graduate Employability and Career Satisfaction: Testing the Associations. *Australian Journal of Psychology*, 65 (4), 214 – 223.
- Dacre Pool, L. (2017). Developing Graduate Employability – The CareerEDGE Model and the importance of Emotional Intelligence (book chapter). In M.B. Tomlinson and L Holmes (Eds.), *Graduate Employability in Context: Theory, Research and Debate*. Palgrave
- Dacre Pool, L. & Qualter, P. (Eds.) (2018). *An Introduction to Emotional Intelligence*. Wiley Blackwell.
- Dacre Pool, L., Gurbutt, D., & Houston, K. (2019). Developing employable, emotionally intelligent and resilient graduate citizens of the future (book chapter). In A. Diver (Ed.) *Employability via Higher Education: Sustainability as Scholarship*. Springer

Members of panel discussion on Employability 14:45 – 15:45

- **Keynote, Dr. Lorraine Dacre Pool**

From SDU:

- **Anni Søbørg**, Director, Educational Innovation

“SDU wants to set the pace for radical innovation in education, breaking through boundaries and shaping the future within education. This means to not only look for best practice, but to develop next practice.

We want to do a radical re-thinking of the way we educate and ensure lifelong employability”.

My job is to make sure that we deliver!

Universities offer a lot of activities to young students in their pursuit for the first job after graduation, or setting up their first start-up. And this is very important! However, I believe that we have not fully realized that a university degree is no longer a destination – it is only the beginning of a lifelong commitment to learning, empowerment and employability. In my view, universities must accelerate the development of learning activities, new formats and ways of accessing learning opportunities at a university level which cater to continuous empowerment and lifelong employability.

- **Kim Bæksgaard Hansen** - Team coordinator, SDU's Careers and Employability Services in SDU Research and Innovation Organisation

I coordinate how SDU's Careers and Employability Services can support academics in creating targeted employability-activities to support degree-specific learning objectives.

Employability is about developing and understanding the skills-set and knowledge, the personal and professional traits to not only be successful in a given occupation but also to learn to develop while being employed in order to be successful in many occupations throughout a long (working) life.

Employability is not the same as merely getting a job after graduation.

- **Tine Lynfort Jensen** - Associate Professor, Department of Language and Communication

I teach and do research on university students' innovative learning processes with specific emphasis on the aspect of competence awareness and development.

I am also the coordinator of a strategic employability project with the purpose to enhance the integration of employability in curricula at The Humanities.

In the project, we are inspired by the broad definitions and models of employability, where the concept is understood as a number of personal and professional factors contributing to a person's employability.

One of the main aspects of this understanding of employability is the fact that it builds upon one's core subjects as well as other experiences and competences, and therefore, it should be seen as an integrated part of education – not as a 'disturbing' add on.

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

Language: Danish	Language: Danish
Room: O100	Room: O99
Chair: Cita Nørgård	Chair: Lotte O'Neill
SC 1-1 Zooming in on employability and the SDU - Slagelse model <i>Astrid Jensen, Jeanette Lemmergaard, Kirsten Lambert</i>	SC 2-1 Peer-feedback using Peergrade – does it improve the students' learning? <i>Anne Mølgaard Nielsen Henrik Hein Lauridsen</i>
SC 1-2 Springboard festival – Companies and students in a kind of collaboration <i>Morten Ploug Henriksen</i>	SC 2-2 Successful use of interactive pre-laboratory material <i>Karin Hjernø, Lise Junker Nielsen, Brage Storstein Andresen</i>
SC 1-3 Employability 2030 – Hvordan kan curriculumintegrerede employability-indsatser understøtte og forankre kernefaglig læring i et praksisperspektiv? <i>Buster Urban Kudsk Jørgensen</i>	SC 2-3 Kan blended og flipped learning øge det faglige niveau for akademisk skrivning på kandidatniveau? <i>Kirsten Specht og Helle Marie Christensen</i>
SC 1-4 Karriere- og relevansperspektiver i undervisningen på Arts, Aarhus Universitet <i>Maija Eklund og Karen Lintner</i>	SC 2-4 Career Management Skills online courses – how written communication enforces learning <i>Marie Sindberg Jensen</i>

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

Language: Danish	Language: Danish
Room: O97	Room: O96
Chair: Pernille Stenkil Hansen	Chair: Rie Troelsen
SC 3-1 Refleksivitet og kritisk tænkning i undervisningen <i>Marianne Storgaard og Jesper Piihl</i>	SC 4-1 Enabling critical engagement with English grammar: Jigsaw groupwork in a BA level English grammar class <i>Elisabeth Dalby Kristiansen</i>
SC 3-2 How to engage alumni and students as part of a mentor-mentee relation into the teaching of courses. Experiences from the Faculties of Humanities, Sciences and Engineering <i>Kim Bæksgaard Hansen</i>	SC 4-2 Kandidatspecialestuderendes forventninger til og oplevelse af klyngevejledning <i>Rikke Krüger Jensen, Inger-Marie F. Christensen, Anne Bang-Larsen</i>
SC 3-3 Employability – Using creativity and design activities to enhance students’ reflections on the value they create <i>Kirsten Bonde Sørensen</i>	SC 4-3 Udvikling af en projektvejledningsstrategi <i>Oluf Larsen og Rie Troelsen</i>
SC 3-4 Brugen af praksisarenaer til at træne transfer på Cand. IT <i>Stine Pilsmark Kaldahl og Mathilde Kjeldal Jørgensen</i>	SC 4-4 Case- og kompetenceportfolien – i lyset af employabilitet <i>Jens Jørgen Hansen</i>

Morning - Poster session 10:45 – 11:30 in English

Language: English
Room: O95
Chair: Søren Sten Hansen
Poster 1 Raise your skills, then raise your voice: Comparing speech-melody visualization tools for acoustic leadership training <i>Oliver Niebuhr & Jana Neitsch</i>
Poster 2 Cyclic blend of experiment and simulation for a collective and rational problem-solving approach <i>Aarti Tiwari & Sebastian Horch</i>
Poster 3 Developing and testing an online tool for blended learning in public health ethics <i>Maria Palianopoulou & Arja R. Aro</i>
Poster 4 The Triangle of Group Work – Making group work work! <i>Gitte Miller Balslev</i>

Morning – Workshops in English and Danish

Workshop 1 - Using the drawing answer type in a student response system (link to abstract)
Time and place: 10:45-12:15 in room O94
Leader: Henrik Skov Midtiby & Martin Peter Christiansen
Language: English
<p>In this workshop a new online tool for formative assessment is demonstrated. With the tool a teacher can pose a question, in form of an image, to a class and then follow in real time how students draw on the image, while they work with the question. We find it much easier to develop suitable questions based on images than multiple choice questions.</p> <p>The tool is demonstrated in this video: https://youtu.be/O2wilqKcwCE</p>

Workshop 2 - En strategisk indsats for at involvere undervisere i employabilitet i uddannelserne på Det Humanistiske Fakultet, SDU (link to abstract)
Time and place: 11.45-12.15 at room O95 (same room as the poster session 10:45-11:30)
Leader: Tine Lynfort Jensen og Caroline Zoffmann Jessen
Language: Danish
<p>På workshopen vil vi fortælle om baggrunden for, at det Humanistiske Fakultet på Syddansk Universitet har valgt at fokusere på employabilitet i undervisningen som en strategisk indsats.</p> <p>Vi beskriver nedsættelsen af en arbejdsgruppe, samt hvordan vi i gruppen ud fra teorier om employabilitet kom frem til en konceptuel forståelse af begrebet.</p> <p>Denne forståelse har vi arbejdet videre ud fra og udviklet en online guide, Kompasset, til underviserne på Humaniora.</p> <p>Vi præsenterer online guiden og håber på deltagernes inputs til det videre arbejde med den.</p>

Afternoon 13:00 - 14:30 - Short Communication sessions in Danish

Language: Danish	Language: Danish
Room: O99	Room: O97
Chair: Inger-Marie F. Christensen	Chair: Rie Troelsen
SC 5-1 Workshop/foredrag over nettet – webinarformen som læringsplatform – med jobsøgning som udgangspunkt <i>Pernille Bech-Jacobsen</i>	SC 6-1 Erhvervsstuderterforskning på elitemodul – evaluering og perspektiver <i>Flemming Smedegaard</i>
SC 5-2 E-moderated project supervision for 1st semester engineering students <i>Mads Bruun Larsen, Karen Kjær Larsen, Jan Pedersen, Bettina Hansen, Niels Korsager</i>	SC 6-2 Vejledning i fællesskaber som middel til at bevidstgøre de studerende om deres karrieremuligheder <i>Pia Goul</i>
SC 5-3 Online Simulation game for employability of project management capabilities <i>Judith Parus og Tove Brink</i>	SC 6-3 Fra traditionel undervisning til læringskultur <i>Louise Kamuk Storm</i>
SC 5-4 Concept mapping in multidisciplinary engineering development projects <i>Martin Peter Christiansen og Henrik Skov Midtby</i>	SC 6-4 Tæt parløb mellem underviser og IT-specialist: En helt grundlæggende forudsætning for digitalisering <i>Marianne Storgaard og Mads Lildholdt</i>

Afternoon 13:00 – 14:30 - Short Communication sessions in English

Language: English	Language: English
Room: O96	Room: O95
Chair: Kasper Bergstrøm	Chair: Birgitte Madelung
SC 7-1 <u>The teaching-work relationship in active practice, experiences in three European countries</u> <i>Gabriel Cuevas-Ramos</i>	SC 8-1 <u>Teaching for Dream Jobs</u> <i>Anna Spon Stecher</i> <i>Clara Juncker</i>
SC 7-2 <u>Agenda-Setting on Self-determination and Aligning Authentic Learning Goals of Design Courses</u> <i>Md Saifuddin Khalid & René Engelhardt Hansen</i>	SC 8-2 <u>Play with fear in a media course</u> <i>Rikke Schubart</i>
SC 7-3 <u>Students find it difficult to explain what skills they need and have</u> <i>Md Saifuddin Khalid & Lars Elbæk</i>	SC 8-3 <u>Redesigning a research methods course: Peer feedback as a method to build core skills in research design and data analysis</u> <i>Charlotte Albrechtsen & Tine Wirenfeldt Jensen</i>
SC 7-4 <u>In which direction will I grow up? - Two Methods and Tools for Facilitating Students to Align Employment Goals and Academic Activities</u> <i>Md Saifuddin Khalid & Thomas Bernhard Kjærgaard</i>	SC 8-4 <u>Development of a web app for supporting research-based teaching activities</u> <i>Diane Bastien</i>

SC xx-x – will be scheduled later

[Experiences from peer-group leadership and self-organization- A case study from Aalto University](#)

Maria Elo & Joan Löfgren

Afternoon 13:00 – 14:30 - Workshop in Danish

Workshop 3 - How can Value Creation and other approaches to Entrepreneurship Education foster Employability? (link to abstract)
Time and place: 13:00 – 14:30 at room O94
Leader: Helle M. Færgemann
Language: Danish
<p>I denne workshop sætter vi fokus på, hvordan forskellige tilgange til entreprenørskabsundervisning kan understøtte employability.</p> <p>Workshoppen indledes med et kort oplæg om forskellige tilgange til entreprenørskabsundervisning samt præsentation af 4 konkrete entreprenørskabsforløb.</p> <p>Igennem resten af workshoppen diskuterer deltagerne i grupper og plenum med udgangspunkt i de 4 cases, hvorvidt og hvordan de forskellige typer af entreprenørskabsundervisning kan bidrage til forskellige facetter af employability.</p> <p>Fra tidligere forskning ved vi, at "smalle" tilgange til entreprenørskabsundervisning med fokus på virksomhedsstart giver helt andre resultater end brede tilgange med fokus på enterprising behaviour eller foretagsomhed.</p> <p>Senest er der kommet nye tilgange til entreprenørskabsundervisning, ikke mindst Martin Lackeus' "value creation pedagogy" se f.eks. https://www.youtube.com/watch?v=l7Fafg0yhNA</p>

Abstracts

Short communications

SC 1-1 Zooming in on employability and the SDU Slagelse Model

Authors

Astrid Jensen, Associate Professor, University of Southern Denmark, Department of Language and Communication

Jeanette Lemmergaard, Head of Department, University of Southern Denmark, Department of Marketing and Management

Kirsten Lambert, Campus Coordinator Slagelse, University of Southern Denmark, Technical Department

Focus

Employability as collaboration with the broader society or external partners

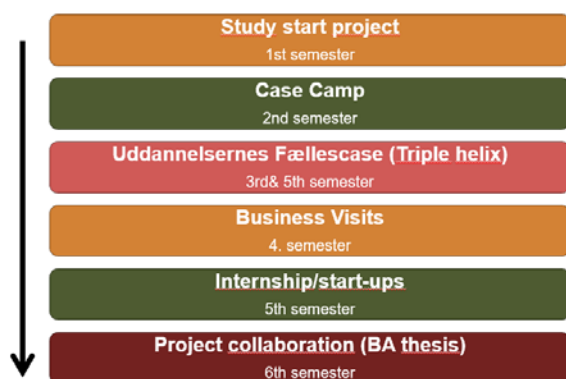
What did you intend the students to learn from this teaching and learning activity?

In 2016 a strategic decision was taken at SDU-Slagelse to embed employability skills in all undergraduate programs. The strategy centered around a strategic focus on employability through intensive collaboration agreements across disciplines and with the surroundings. The purpose of the initiative was to link learning experiences with real life world experience, to introduce work-practice from day 1, to establish close and binding collaboration between companies, local authorities and surroundings, and to establish interdisciplinary collaboration across education programs.

Which generic features of the teaching and learning activity, would you share at TAL2019?

The overall aim of this presentation is to share how employability has been integrated into the Bachelor study program at SDU-SL as a way of offering better opportunities for students to design their own pathway through education, to reflect on their future occupation and professional identity.

The SDU-Slagelse model



In our presentation, we zoom in on the practice of “external/interdisciplinary collaboration” outlined by the Slagelse model, and we will zoom out on the nexus of practices connected to these activities.

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

From the student evaluation-statements we find that students appreciate:

Theory in practice - interdisciplinary group work – experiences with the business life – more academic competencies – networking – idea development – knowledge about companies – something on my CV – to learn in new ways.

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

We combine the activities of ‘the Slagelse model’ with the eight principles of employability set out by the Faculty of the Humanity, SDU: “professional immersion, professional identity, career learning and career awareness, clarification of own competencies and their value, experience as resource, cooperation with the outside world, reflection and evaluation, general academic competencies”.

SC 1-2 Springboard festival – Companies and students in a kind of collaboration

Author

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

Focus

Active teaching and learning; Students shared learning outcome

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

“Medieproduktion – sociale netværksmedier” var et nyt fag på medievidenskab I foråret 2019, og det at arbejde med medieproduktion til sociale medier var også noget nyt. Faget blev derfor designet til at give de 74 studerende høj grad af praksislæring og stærk forbindelse til relevante virksomheder. De studerende skulle her forstå og lære hvilke udfordringer virksomheder står overfor i daglig dagen, og anvende deres teoretiske kompetencer til at løse deres udfordringer. Det var et samspil mellem praksis og teori, hvor 8 gæsteforelæsere var inviteret ind i undervisningen henover semesteret, og hvor en afsluttende Springboard festival dannede rammen om dette samarbejde. De studerende havde løbende mulighed for at bygge relationer og flere fik studiejob med fokus på sociale medier undervejs i faget. Springboard festivalen blev afholdt hos Anarkist (Albani), hvor de studerende også kunne få feedback fra virksomhederne, samt fejre deres gode arbejde sammen med virksomhederne.

Springboard festivalen var den afsluttende del af undervisningen og gav derfor de studerende en indikation af hvad de kunne forbedre til den afsluttende eksamen. Hertil dannede Springboard festivalen grundlag for flere efterfølgende møder mellem studerende og virksomheder samt mellem underviser og virksomheder. Der vil muligvis blive dannet et advisory board i et fremtidigt samarbejde om flere praksisnære læringsforløb.

Initiativet gav de studerende særlig viden og kompetencer om:

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

Samtidig har medievidenskab fået et stærkere samarbejde og relation til virksomheder, hvor praksisnære perspektiver kan testes af i fremtiden. Samarbejdet med virksomhederne vil vi fortsat udbygge i det omfang at virksomheder og studerende fortsat finder det relevant.

Which general features of the teaching and learning activity, would you share at TAL2019?

Springboard festivalen og gæsteforelæsningsne byggede på en række udfordringer som de studerende havde defineret i større eller mindre grad sammen med virksomhederne. Disse udfordringer vil jeg fremvise og forklare hvorledes grupper, virksomheder og udfordringer blevet dannet. Jeg vil også fortælle mere om de typer af virksomheder som vi samarbejdede med, og hvorfor vi lige valgte de virksomheder til at være en del af fagets aktiviteter. Slutteligt vil jeg vise et eksempel på en af de medieproduktioner som mine studerende fremførte for en af virksomhederne, og en lille video om fagets aktiviteter.

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

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

Det var tydeligt, at de studerende lærte meget ved at arbejde sammen med virksomhederne om praksisnære udfordringer. Med anvendelse af designprincipper og designtænkning fik de studerende mulighed for at fejle med deres sociale medie produktioner sammen med virksomhederne. Det motiverede de studerende at tale med erhvervsledere og fagprofessionelle fra det fremtidige arbejdsmarked som de skal ud på. Det var tydeligt, at mange af grupperne var motiveret af at leve op til virksomhedernes forventninger, og at de studerende ønskede at gøre et godt indtryk over for virksomhederne. Her fik de studerende mulighed for at producere indhold baseret på de værktøjer som virksomheder sad inde med. Vi så grupper lege med 360 graders VR-udstyr, designe snapchatlinser og opbygge nye kampagner med influencere.

Flere grupper udnyttede deres kontakt med virksomhederne til at få implementeret og anvendt deres medieproduktion hos virksomhederne, som brugte de studerendes videokampagner eller indholdsopslag på Facebook og Instagram. Her brugte virksomhederne konkurrencer, koncepter og små kampagner.

I løbet af faget fik 4 af de studerende nye studiejobs som social medie manager, og de studerende kunne anvende viden om digital annoncering i frivillige sammenhænge. Det var et klart mål fra starten af at understøtte de studerendes muligheder for at få gode fremtidige jobs baseret på praksisforståelse.

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

Formatet og fokuset kan indarbejdes flere steder og i flere fag. Arbejdet med virksomheder kan virke som et inspirerende indspark for nogle og tilgangen til virksomhederne kan hjælpe flere undervisere med at koble deres indhold på praksisnære udfordringer. På længere sigt kan undervisere styrke deres fokus på jobrettet indhold og employability i det faglige indhold.

Litteratur jeg har været særligt inspireret af:

Edmondson, A. C. (2012). *Teaming: How organizations learn, innovate, and compete in the knowledge economy*. John Wiley & Sons. (kap. 5 – Failing better to succeed faster)

Larsen, L., Van Loon, C. & Andersen, H. H. (2016). *Facilitering – Skab resultater gennem involvering*. Jurist- og økonomiforbundet. (kap. 10 – Facilitatoren)

Cobb, J. (2013). *Leading the learning revolution: the expert's guide to capitalizing on the exploding lifelong education market*. Amacom Books. (chap. 1 – The new learning landscape & Chap. 5 – Learning by design)

SC 1-3 Employability 2030 - Hvordan kan curriculum-integrerede employability-indsatser understøtte og forankre kernefaglig læring i et praksisperspektiv?

Author

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Focus

Employability as educational strategy

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

Som en del af faget Litteraturteori og metode 1 skal studerende lære at omsætte og oversætte kompetencer og viden fra faget til en praksiskontekst. Faget er obligatorisk på Litteraturvidenskab på 3. semester af bacheloruddannelsen.

Formålet er at skabe refleksion hos de studerende over tilegnede kompetencer og at lære dem at omsætte og afprøve, hvordan specifikke fagelementer gør sig gældende i praksisarenaer. Et underliggende formål er at ruste de studerende med metoder til, gennem uddannelsen, at reflektere over, anskue og omsætte kernefaglig læring i forhold til en arbejdsmarkedskontekst. På den måde understøttes uddannelsen og de studerende i at anvende kompetencer og viden fra uddannelsen i praksisarenaer. Den intendede læring skulle derfor gerne række udover faget og gøre de studerende generelt kompetente udi at anskue og omsætte kompetencer tilegnet gennem uddannelsen til en arbejdsmarkedskontekst.

Which generic features of the teaching and learning activity, would you share at TAL2019?

Beskrivelse af processen vedrørende udvikling, samarbejde og implementering af undervisningsaktiviteter. Herunder hvad kræver det af os og underviseren fra fagmiljøet? Beskrivelse af didaktiske overvejelser over indhold og placering af undervisningsaktiviteten. En eksemplificering af selve indholdet i undervisningsaktiviteterne.

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

Undervisning i faget løber fra september 2019 og semestret ud, og de konkrete erfaringer med forløbet kan derfor inddrages på konferencen. Men det intendede udbytte er bl.a. at engagere de studerende i at undersøge, hvordan deres faglighed og læring fra faget gør sig gældende i praksisarenaer uden for universitetet ved at de studerende selv taler med selvvalgte personlige og fagprofessionelle relationer, der til dagligt begår sig på arbejdsmarkedet, om anvendelsesperspektiverne i de elementer, studerende lærer gennem faget.

I starten af forløbet bedes de studerende om at vurdere sig selv i forhold til f.eks., om de føler sig rustet til at kunne sætte mål for egen karriereudvikling og indfri dem. Disse spørgsmål stilles igen i ved forløbets afslutning for at få øje på, om de i deres egen opfattelse har rykket sig i løbet af den tid, hvor de har fulgt undervisningen.

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

Tankegangen om at give de studerende ansvar for at undersøge, hvordan det, de lærer, er relevant for det arbejdsmarked de uddanner sig til, er en metodik, som kan anvendes bredt på andre fag i andre uddannelser. Aktiviteten kan overføres ved at undervisere og uddannelser overvejer, hvordan studerende gennem

undervisning og mellem undervisningsgange kan ansføres og udfordres til at reflektere over og afprøve anvendelsespotentialer i den læring, studerende tilegner sig. På fremtidens arbejdsmarked skal studerende både være i stand til at synliggøre og formidle egne kompetencer, men også være i stand til at gennemskue og anføre, hvilken værdi og anvendelse kompetencerne kan have i en arbejdsmarkedskontekst. I faget arbejder vi med fra starten af en uddannelse at ruste studerende med et mindset, der handler om at have øje for dette i de ting, de lærer, i løbet af deres uddannelse.

SC 1-4 Karriere- og relevansperspektiver i undervisningen på Arts, Aarhus Universitet

Authors

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Focus

Active teaching and learning; Employability within a teaching context; Employability as collaboration with the broader society or external partners

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

Læringsaktiviteterne har til formål at understøtte de studerendes faglige indlæring og motivation samtidig med, at der bygges bro mellem universitet og arbejdsmarked. Det skaber stor værdi for de studerende såvel fagligt som personligt at have viden og bevidsthed om, hvilke konkrete metoder, arbejdsformer og akademiske kompetencer de opbygger i deres uddannelse, og hvordan de kan anvende deres faglighed i praksis. Ved at lære, hvordan man gør sig relevant, reflekterer de studerende over, hvilken værdi de kan skabe på et arbejdsmarked med grundlag i deres faglighed.

Which generic features of the teaching and learning activity, would you share at TAL2019?

Via online ressourcen [AU Educate](#), vil vi fremhæve eksempler på øvelser og værktøjer, der er udviklet og anvendt i undervisningen fx arbejdet med refleksioner før, under og efter i [projektorienteret forløb](#) (praktik).

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

Arbejdet med at inkorporere relevans- og karrierespæktiver i undervisningen højner de studerendes motivation og engagement for deres studie og hjælper dem i en eventuel tvivl om 'hvad kan jeg bruge min uddannelse til'. Ved at inddrage karrierespæktivet i undervisningen kan underviserne hjælpe de studerende med at få afklaring på deres faglige og personlige kompetencer uden at gå på kompromis med det faglige indhold. Man skal ikke tænke karrierespæktiver eller employability aktiviteter som noget strengt instrumentelt, der kun handler om at skrive et godt CV eller en god ansøgning. Der handler i ligeså høj grad om merlæring og metalæring om sig selv i relation til sin faglighed og fremtiden efter endt universitetsuddannelse.

Udtalelser fra de studerendes evalueringer:

- "Øvelserne har hjulpet mig med at reflektere over brugen af min akademiske uddannelse i praksis - det er lige til CV'et" (Studerende på Retorik)
- "Gruppearbejdet hjalp mig med at definere kompetencer, som jeg ikke selv var opmærksom på. Jeg vil være mere opmærksom på at spotte kompetencer fremadrettet, og har nu ressourcerne til at gøre det" (Studerende på Filosofi)
- "Jeg kan bruge det lærte professionelt i forhold til fremlæggelser, arbejde i studiegrupper, fremtidige jobs og kommunikation med en virksomhed" (Studerende på IVK Engelsk)

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

De øvelser og værktøjer, som er blevet udviklet kan være til inspiration for alle som arbejder med (karriere)læring på videregående uddannelser. Det didaktiske tema på AU Educate indeholder konkrete værktøjer og eksempler, som undervisere kan anvende i deres egen undervisningspraksis. Det giver mulighed for at integrere refleksioner over studerendes fremtid i løbet af deres universitetsuddannelse.

Udtalelser fra evalueringer med undervisere, som har benyttet sig af tilbuddet:

- "Jeg har aldrig før klædt de studerende så godt på i det her forløb." (Retorik)
- "Samarbejdet har givet os en styrket erkendelse af, at karriere- og relevansperspektivet er et vigtigt element for de studerendes fremtidige virke uden for universitetet. Vi er ligeledes blevet styrket i vores opfattelse af, at dette element ikke (nødvendigtvis) står i modsætning til vores kernefaglighed, men at der fint kan opstå synergier mellem kernefaglighed og relevans/karriere". (Antropologi)
- "Samarbejdet forpligter på at aktualisere undervisningen i forhold til anvendelse. Ikke nødvendigvis bare i relation til et arbejdsmarked, men også i forhold til de studerendes indblik i egen læring. Samarbejdet har været en hjælp til at arbejde med karriere og relevans." (Æstetisk Kommunikation)
- "Jeg har fået nye ideer til indhold af undervisning, der kan vise karriere- og relevans i et mere konkret format. Uden samarbejdet var jeg ikke kommet på den tanke". (Filosofi)

SC 2-1 Peer-feedback using Peergrade – does it improve the students' learning?

Authors

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Focus

Active teaching and learning

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

The use of peer-feedback was intended to facilitate the students focus on 'knowledge' learning outcomes using an out-of-class learning activity, as the in-class activities in the specific course focus on practicing manual skills (apprenticeship). The students performed the out-of-class activity in groups involving three steps: 1) answering an assignment and handing it in, 2) giving peer-feedback to two groups and finally, 3) evaluating and interacting with the feedback they received.

Which generic features of the teaching and learning activity, would you share at TAL2019?

The experience (pros and cons) of using Peergrade as a tool that has peer-feedback as an integrated feature.

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

Based on the students' evaluation and the teachers previous experience with the specific course, peer-feedback seemed to improve the student learning in relation to the learning outcomes on knowledge. The size of the groups (7-9 students) seemed to reduce the engagement, and the introduction of another learning platform besides Blackboard met some criticism.

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

Peergrade is an intuitive online tool integrating peer-feedback which can be used for any written assignments. It can be used by individuals or groups. Based on the results of our students' subsequent evaluation and the teachers' reflections, a few pitfalls might be avoided by future Peergrade users.

SC 2-2 Successful use of interactive pre-laboratory material

Authors

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Focus

Active teaching and learning

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

The aim of this activity is to increase the students learning outcome from the experimental courses at department of Biochemistry and Molecular Biology, SDU. By offering interactive teaching material along with traditional manuals and protocols, the students are better prepared on the theoretical as well as the practical aspects of the experiments, and this bring them to a higher taxonomy level, where they can be more reflective and aware of the details and perspectives in the experiments.

Which generic features of the teaching and learning activity, would you share at TAL2019?

In this project we combine video, text, drawings, virtual laboratory instructors, animations, MCQs and games in an interactive framework (Articulate 360 storylines). These interactive teaching elements offer an activating, flexible and differentiated way for students to learn, reflect and test their knowledge prior to the laboratory exercises. The materials are prepared and optimized to support the learning goals of the individual laboratory exercises; demonstration videos with reflective questions were found to be valuable for supporting the students in learning laboratory skills where as demonstration videos were less important when teaching complex theory behind advance laboratory experiments for more experienced students.

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

As part of project BMBOnline, we tested the material on many levels of students – from high school students, technicians, bachelor and master students to phd-students and postdocs attending an international course. The material was prepared to support the individual courses and thereby also the level of the students. The students at all levels were very positive towards the material and in general they agree that the material support and increase their learning as well as engagement. From the evaluation we see, that many of the students found the material helpful, they felt that it increased their understanding, provide overview, illustrate rather complex workflows in a very structured and clear way and contribute to a deepened learning. They also use words like novel, fun and smart. The instructors found that the execution of the laboratory exercises went smoother and the students were better prepared and had a better understanding of the practical as well as theoretical aspects.

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

We see great potential in these interactive teaching materials and that it can be used in many different learning situations. We will host workshops on how to use the interactive frameworks and use it in collaborations with other teachers – both at SDU and other universities through various teaching networks.

SC 2-3 Kan blended og flipped learning øge det faglige niveau for akademisk skrivning på kandidatniveau?

Authors

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Focus

Active teaching and learning

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

Modul 1: Formålet med undervisningen er at de studerende ved Kandidat i Klinisk Sygepleje opnår viden om akademisk fagsprog, problemformulering og argumentation i forbindelse med akademisk skrivning og at de er i stand til at anvende akademisk fagsprog, problemformulering og argumentation i forbindelse med akademisk skrivning i modulopgaver på studiet.

Modul 4: At de studerende ved Kandidat i Klinisk Sygepleje opnår viden om argumentation i diskussion og analyse ud fra problemformuleringen i forbindelse med akademisk skrivning og at de studerende bliver i stand til at argumentere på synteseniveau samt vurdere argumentationens gyldighed i forbindelse med akademisk skrivning i modulopgaver på studiet samt i det fremtidige arbejdsliv inden for sygeplejepsiksis.

Which generic features of the teaching and learning activity, would you share at TAL2019?

Flipped learning er valgt som pædagogisk metode, hvor online og face to face aktiviteter kombineres. Læringsaktiviteten er en e-tivitet, hvor de studerende først ser en video som introduktion til e-læring og hvordan de gennemfører e-læringsprogrammet. Opgaverne i den første e-tivitet består i, at de studerende skriver en blog med eksempler på, hvad de oplever som mest udfordrende indenfor akademisk skrivning. Dernæst er der 7 videoer (af 2-4 min varighed) fra Youtube, der omhandler forskellige aspekter af akademisk skrivning. Den næste e-tivitet indeholder opgaver, hvor de studerende ser 4 videoer (af 2-3 min varighed) fra Youtube om Toulmins argumentationsmodel. Den læring, der er opnået gennem de to e-tiviteter, bliver anvendt i face to face undervisningen, hvor der blandt andet vil være gruppearbejde og opgaver om akademisk skrivning.

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

Undervisningen gennemføres først september 2019 og dermed foreligger effekten af projektet endnu ikke. Vi vil kunne præsentere effekten af blended og flipped learning forbindelse med TAL2019 konferencen den 14. november 2019. Projektet forventes at vise, at både de studerende og underviserne oplever, at den øgede aktivitet i undervisningen medfører større engagement og læringsudbytte hos de studerende.

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

At kunne skrive akademisk er også en metode til at lære sit fag og samtidigt at kunne gå i dialog med det. Systematiske indsatser på videregående uddannelser i forhold til akademisk skrivning kan bidrage til at støtte de studerende i at opbygge de nødvendige skrivekompetencer. Blended og flipped learning kan bidrage til at systematisere indsatsen og de tilgængelige videoer om akademisk skrivning kan genbesøges og være en støtte for de studerende også efter fremmødeundervisningen.

SC 2-4 Career Management Skills online courses – how written communication enforces learning

Author

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Focus

Active teaching and learning; Employability within a teaching context

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

The Career Management Skills course is a well-tested course concept taught by the career counselors at SDU since 2014. In 2019, I have developed and implemented a new structure for the online version of the course. The course runs simultaneously with the students doing a project in a company, and the intention of the online course is to prompt the students to reflect on different aspects of career and employability and relate this to the experiences in their project company, by exchanging views and experiences with their peers.

Which generic features of the teaching and learning activity, would you share at TAL2019?

Drawing on Gilly Salmon's concepts for active online learning (Salmon 2013), especially the Five Stage Model and the use of e-tivities, and David Kolb's Learning Cycle (Moon 2004), the outline of the course is a module structure with built-in shifts between working with topics and tasks in the online learning environment and in the project company. The course consists of 5 modules, each containing both online activities and tasks to be solved in their project company.

In the online activities, interaction between the students is enforced through the written assignments and tasks centered around carefully chosen tools with different purposes in Blackboard, namely blogs, discussions and journals. Each of the assignments has a distinct purpose that corresponds with the tool at hand.

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

The impact of the online course has shown to be the increased self-awareness coming from the multiple written assignments built in the course. There is a progression within each module through the assignments, and as a result, the students have become increasingly aware of their learnings and progress, when formulating their learnings in writing.

Furthermore, the structure of the course has forced the students to take ownership of their own learning. Taking the role of a moderator, the teacher steps back and let the students interact with each other, resulting in a peer-to-peer feedback and sense of empowerment and ownership.

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

There are three main things to bring forth from the above: First, the importance and relevance of written communication and the enforcement of written reflection. Second, the increased student-to-student interaction due to the structure of the online learning environment. And third, the opportunity of immediately testing and discussing hypotheses and theories being presented. All these elements contribute to an active learning process, which is likely to improve the students' employability.

Bibliography

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Salmon, Gilly (2013) *E-tivities: The key to active online learning*, New York: Routledge

SC 3-1 Refleksivitet og kritisk tænkning i undervisningen

Authors

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Fokus

Active teaching and learning; Employability within a teaching context

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

Vi har nytænkt undervisningen i ledelse og forandringsledelse på cand.merc.-studiet i Kolding, så vi ved hjælp af digitalisering og portfolio-struktur på undervisningen har arbejdet med nye veje til at skabe en aktiverende og kollaborativ pædagogisk tilgang, hvor målet har været at sætte refleksivitet og kritisk tænkning i højsædet. Målet har således været at kombinere læringsmål, så de studerende – sideløbende med at de får viden om centrale ledelsesteoretiske emner (hard skills) – oparbejder kompetencer i at forholde sig refleksivt og kritisk tænkende til stoffet (soft skills). Vi følger Hibbert (2012)* og former derfor undervisningen omkring fire principper:

- Making space for reflection in the particular class context
- Stimulating and enabling critical thinking through dialogue
- Unsettling comfortable viewpoints
- Supporting the development of critical perspectives through ideological explorations.

Which generic features of the teaching and learning activity, would you share at TAL2019?

1. Refleksivitet opstår i et gensidigt engagerende læringsmiljø

Vi har bestræbt os på at skabe et gensidigt engagerende miljø med høj grad af deltagelse og initiativ blandt de studerende. I løbet af semestret skal de studerende aflevere refleksionsnotater, debatoplæg mv. Opgaverne formidles blandt andet via screencasts og videoblogs, og de studerende evaluerer hinanden i peer-grade, således at deres arbejde i sidste ende tæller i den samlede karakter. Denne tilgang har umiddelbart skabt et bredt engagement i undervisningen.

2. Kritisk teoretisk indhold skaber kritisk tænkning

I undervisningen arbejder vi med et pensum, som bringer forskellige perspektiver til torvs. Som underviser er målet ikke at skabe commitment til et særligt perspektiv eller mindset. Tværtimod opstår evnen til kritisk tænkning, når de studerende bliver i stand til at slippe fri af – og altså lægge et metaperspektiv på – specifikke ideologiske mindset. Vi introducerer 'provokationer', som kan engagere de studerende og udfordre deres eksisterende viden, ideer og forestillinger om ledelse. Det gør vi ved at opstille modsatrettede teoretiske synspunkter og ved generelt at præsentere forskellige paradigmer og paradokser i ledelse, som de studerende skal forholde sig refleksivt til.

3. "Assessment of learning" som en gennemsigtig og kollaborativ proces

Vi har været meget kollaborative og gennemsigtige i vores arbejde med at sætte læringsmål og evalueringskriterier op. De studerende har løbende afleveret selvstændige opgaver, og de har givet hinanden feedback og evalueret hinandens arbejde. Vi har derfor arbejdet indgående med udformning af rubrics. Yderligere har vi udviklet et gennemsigtigt evalueringsgrid, som danner grundlag for karaktergivning til eksamen.

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

Vi har en klar oplevelse af at den nye tilgang til undervisningen i ledelse og forandringsledelse giver rigtig god mening, og at den skaber øget læring og engagement blandt de studerende. Vi har afholdt workshops med studerende forud for nytænkningen af faget og efterfølgende har vi evalueret den nye undervisnings-tilgang ved at gennemføre dybdeinterviews med en række studerende. De studerende har desuden udfyldt SDU's standard-evaluering på undervisningen.

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

Vi tænker at der for andre undervisere kan være inspiration at hente i den måde vi i dette undervisnings-forløb har fokuseret på refleksivitet som særskilt læringsmål og i den måde vi har arbejdet med digitalisering og portfolio-struktur i undervisningen. Det giver nye muligheder for at skabe inddragelse og aktivering i undervisningen.

*Hibbert, P. (2012). Approaching reflexivity through reflection: Issues for critical management education. *Journal of Management Education*, vol. 37(6).

SC 3-2 How to engage alumni and students as part of a mentor-mentee relation into the teaching of courses. Experiences from the Faculties of Humanities, Sciences and Engineering

Author

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Focus

Employability within a teaching context

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

As part of either an existing course or as a course exclusively in Career Management Skills a student or group of students are attached to a career-mentor. A career-mentor is a graduate within the same academic field who is currently employed in the labour market. Throughout the course the students will engage with the career-mentor.

The purpose is that the students become able to reflect on

- How learning from the course (and degree) is reflected in the labor market.
- How to engage with professionals in the labor market.
- How own perspectives on career correspond to alumni's work.

The ambition is to help the students obtain the skills and competences needed to navigate in the current and future labour market and the abilities needed to succeed in the first career and to stay competitive in a changing job market. The students become able to engage with career professionals in the labor market and actively build a professional network.

Which generic features of the teaching and learning activity, would you share at TAL2019?

- How to recruit alumni in order to get their acceptance to be part of the teaching of courses at SDU.
- How to prepare students to contact and cooperate with a professional in the labor market.
- How to use reflective practices in order to highlight the learning from the mentor-mentee relation.
- How to support academics on how aspects of core teaching can be topics for discussion between students and alumni.

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

During the 4 years in which we have worked with this model as SDU, the most addressed impacts on learning amongst students is a deeper understanding on how one's degree is applicable on the labor market as well as a greater self-confidence on how to indecently engage with professionals on the labor market.

In the student satisfaction surveys from 2015, 2016, 2017 in the courses in which this model has been applied, more than 90% of the student-answers 'agree completely' or 'agree' that:

- The tools I have been presented I can use in my career development
- I have become more aware of the competences I possess

- I have a greater understanding of what companies/organizations value highest when recruiting new employees.

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

- To see alumni as a resource in order to help current students engage with the labour market within their own field of study.
- To help students reflect on how the learning of a course (and degree) is reflected in the labour market.

SC 3-3 Employability – Using Creativity and Design Activities to Enhance Students' Reflections on the Value They Create

Author

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Focus

Employability within a teaching context

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

In order to enhance employability in an educational setting, we argue you could start with one, generic activity early in the education, namely training students to focus on the questions: *How can I use my knowledge and practice to create value for other people – and in an organisation?* In a world where human beings are increasingly searching for meaning and purpose (Sinek, 2011, Pink, 2009) we tend to overlook the idea and importance in letting students focus on *the value and the meaning*, they can create in real life.

Which generic features of the teaching and learning activity, would you share at TAL2019?

Although reflecting on the above-mentioned questions can be considered a rather simple activity, it is challenging as it requires creative design competencies such as seeing different perspectives, reframing, imagining, empathising etc. (Lawson & Dorst, 2009). We argue, we need to introduce and train these competencies with our students and the paper presents different types of assignments aimed at guiding students to reflect on and define how to create value in the world (- and to yourself).

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

The paper is based on insight from a workshop. As it is hard to measure employability (Harvey, 2001), it is hard for us to measure the effect. However, the activity seemed both challenging and new to the students. Employability is described as '*employability skills*' (Harvey, 2001, Cole & Tibby, 2013) and one of these skills is 'to create value' (karriere.aau.dk), we argue, we need to introduce and continuously train this activity. Additionally, this activity helps the student to see and develop new perspectives to their future job and it can also help reveal or create an underlying purpose in their practise (Pink, 2011, Sinek, 2009).

Another, important perspective is that in every type of innovation, our values and mental models play a central role (Senge, 1999). Generally, our brains work against embracing new concepts (Schwartz, 2012). As some students expressed strong barriers to working creatively, we researched the students' perception of central notions as 'journalism', 'creativity' and 'design activities': Journalism was defined as 'a serious activity', whereas 'creativity' was considered to be 'fun, cosy, non-serious' etc. Thus, their mental models represent a barrier to new types of learning activities, despite these learning activities were valuable to them. In a newer concept about 'life design', Evans & Burnett point out, people are dominated by 'old' and 'dysfunctional beliefs' (Evans & Burnett, 2016).

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

We consider this to be relevant activity for several institutions.

SC 3-4 Brugen af praksisarenaer til at træne transfer på Cand.IT

Authors

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Focus

Employability within a teaching context

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

De studerende skulle arbejde med kompetencen til at kunne overføre deres teoretiske viden fra ét område til et andet.

De studerende skal være forberedte på at skulle skifte job og brancher flere gange på fremtidens arbejdsmarked. Derfor er det afgørende at de er i stand til at kunne overføre kompetencer de har tilegnet sig i et område til et andet område. Transfer er ikke en kompetence der først skal oparbejdes på arbejdsmarkedet, men kan trænes allerede i studietiden. Som studerende kan det være svært at overføre sin teoretiske viden til praksis i en virksomhed. Den overgang og evnen til også senere i arbejdslivet at kunne omsætte viden kan vi ruste den studerende til, ved at arbejde med transfer mens de studerer.

Which generic features of the teaching and learning activity, would you share at TAL2019?

Et konkret eksempel fra samundervisningen på Cand. IT, hvor de studerende skulle træne at overføre kompetencer fra undervisningen til at snakke med virksomheder på Business Lunch i Kolding. Med afsæt i deres teoretiske viden om offline og face-to-face kommunikation, skulle de studerende tage kontakt virksomheder på Business Lunch. Business Lunch er en messe hvor virksomheder og studerende kan møde hinanden.

Oplægget er et konkret eksempel på at træne studerende i at bruge teoretiske kompetencer i praksis, med fokus på:

- Vigtigheden af et tæt samarbejde med underviseren
- Anvendelsen af praksisarenaer
- EksPLICIT læringsopsamling

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

Vi kunne se, at de studerende blev bedre til at kommunikere deres kompetencer til potentielle arbejdsgivere på Business Lunch. I undervisningen udtrykte de studerende, at de er blevet opmærksomme på, at deres kompetencer kan bruges i flere kontekster end de havde regnet med.

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

Undervisere kan bruge det som inspiration til hvordan de kan bruge praksisarenaer som en del af deres undervisning og derved kan understøtte de studerendes evne til at overføre viden fra deres felt til et andet.

Undervisere kan italesætte og støtte de studerende i at bruge de praksisarenaer de allerede befinder sig i som f.eks. studiejob og projektorienteret forløb.

SC 4-1 Enabling critical engagement with English grammar: Jigsaw group-work in a BA level English grammar class

Author

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Focus

Active teaching and learning

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

The intended learning outcome of the jigsaw activity was that the students should develop 1) their ability to compose short, concise texts about correction and explanation of grammatical mistakes and 2) their ability to engage critically with the content as well as the form of the text. The students are required to produce such texts as part of the exam, so it is an activity which contributes to the alignment of the course.

Which generic features of the teaching and learning activity, would you share at TAL2019?

I would share the format of the jigsaw groups and how they were integrated in the progression of the course, the written assignments etc. For the purpose of this particular course, I developed the jigsaw method to fit my purpose: First, students work in groups to produce a text; second new groups are formed with members from different text production groups and these new groups provide feedback on the texts composed; third, the original groups are reassembled and the feedback to the text composed by the group from the various feedback groups is shared.

I would also share my thoughts on the importance of framing the activity so that the students see its relevance and of introducing it in such a way that the students engage with the task in a productive way.

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

The students and I both experienced the jigsaw activity as a productive way of engaging with grammatical topics.

The students enjoy engaging actively with the material and collaborating with their fellow students on solving a task which often proves too difficult for them to do alone. They appreciate the chance to practice writing texts in a genre that they will have to master at the exam.

I think the activity is valuable because it addresses both content learning and procedural learning: Students have to apply grammatical concepts and methods in the explanatory text which they jointly compose, and the collaborative writing, feedback and revision process allows them to share their experience of writing with others, to reflect on their own and others' practices for working with the material and the writing process, and to engage actively in critical evaluations and revisions of own and others' work.

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

The activity of working not only with course content but also with how to communicate it in acceptable/expected/preferred ways is highly relevant in many educational settings. I thus believe that my adaptation of the jigsaw format with a focus on composing, evaluating and revising a text may be transferable and hopefully also inspirational for teachers in many different settings.

SC 4-2 Kandidatspecialestuderendes forventninger til og oplevelse af klyngevejledning

Authors

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Focus

Active teaching and learning; Employability within a teaching context

Introduction

Kandidatspecialets form er et lille forskningsprojekt, hvor vejledningen traditionelt foregår individuelt og mere eller mindre er en "privat" sag mellem vejleder og studerende. Det står i kontrast til, at forskning oftest er team-baseret, og at den individuelle vejledning således ikke afspejler virkelighedens forskningsarbejde. Ved klyngevejledning har de studerende mulighed for input fra andre end vejleder, og får derfor mere feedback på deres refleksioner og akademiske produktion.

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

Ambitionen med klyngevejledning er at støtte og fremme akademisk læring ved at stimulere de studerendes aktive deltagelse i både skriftlig og mundtlig dialog. De studerende eksponeres for medstuderendes teoretiske og metodiske fremgangsmåder, hvilket kan hjælpe med at afprøve og forbedre deres egne argumenter og valg.

Which generic features of the teaching and learning activity, would you share at TAL2019?

Aktiviteten udgør udviklingsprojektet i mit igangværende Lecturer Teaching Program (LTP) Winter 2019.

På TAL2019 præsenteres erfaringerne med processen omkring klyngevejledning, herunder udvikling af materialer og det praktiske forløb. Herudover præsenteres resultaterne af projektet. Resultaterne vil omhandle de studerendes forventninger og oplevelse af klyngevejledning, herunder hvordan de oplevede at modtage og give feedback til deres medstuderende. Resultaterne er dels baseret på blogindlæg, hvor de studerende har skrevet om deres forventninger inden påbegyndelsen af klyngevejledningsforløbet, og dels på individuelle interviews foretaget efter afslutningen af klyngevejledningsforløbet. De semistrukturerede interviews vil fokusere på om de forventninger, som de studerende skrev om inden forløbet, blev indfriet, og hvad de synes var brugbart og mindre brugbart ved klyngevejledningsformen.

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

Resultaterne er under udarbejdelse og præsenteres på konferencen.

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

Tilrettelæggelse af klyngevejledning vil være relevant i alle kontekster, hvor en vejleder i samme periode skal vejlede flere studerende, der skriver en større opgave, bachelorprojekt eller kandidatspeciale. Undersøgelser viser, at klyngevejledning kan bidrage til at højne det faglige niveau, støtte de studerende i at komme hurtigere i gang med deres projekt/speciale og nå i mål inden for den fastsatte tidsramme. Samtidig undgår de studerende at føle sig isolerede og alene om udfordringer som f.eks. skriveblokering.

SC 4-3 Udvikling af en projektvejledningsstrategi

Authors

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Focus

Active teaching and learning

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

De seneste år har der været en markant udvikling og udbygning af TEKs uddannelser. Derfor er medarbejderskaren blevet tilsvarende udvidet og tæller nu en stor forskellighed i erfaring og uddannelseskulturel baggrund. Ledelsen for TEK ønskede derfor at formulere et fælles grundlag for projektvejledning ved TEK. Målet med strategien er således at skabe en forpligtende rammesætning af hvordan vejledning praktiseres, og hvordan de bagvedliggende underviserkompetencer vedligeholdes.

Which generic features of the teaching and learning activity, would you share at TAL2019?

Vi vil gerne præsentere projektvejledningsstrategien, som består af tre dele

1. Rammer for vejledning – hvilke kompetencer, udover de fornødne faglige kompetencer - forventes det at vejlederen har?
 - a. Anvende situationsbestemte vejledningsstrategier
 - b. Understøtte studerendes samarbejdsprocesser aktivt
 - c. Rammesætte projektet og formidle professionens arbejdsmetoder
2. Kendetegn, udfordringer og erfaringer ved vejledning på de forskellige semestre
 - a. Udfordringer og erfaringer ved at vejlede på første semestre samt hvilke opgaver og ansvar vejlederen forventes at have
 - b. Udfordringer og erfaringer ved at vejlede på de sidste semestre samt hvilke opgaver og ansvar vejlederen forventes at have
3. Plan for implementering – hvordan understøttes og vedligeholdes kompetencerne?
 - a. Vejledere opnår kompetencer skitseret i pkt 1 gennem workshops og kurser
 - b. Videns- og erfaringsudvekslingsfora etableres

Fokus på semesterkoordinatorens rolle og etablering af velfungerende semesterteams

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

Foreløbige erfaringer fra implementeringsprocessen er, at der er forskel på implementeringshastigheden hos de forskellige lokale miljøer. Bl.a. derfor opgøres status over deltagere i kurser og workshops og viderebringes til ledelse og uddannelsesansvarlige. Tilgangen til strategien og den dermed følgende kompetenceudvikling og etablering af lokale praksisfællesskaber er positiv.

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

Strategien er blevet formuleret som følge af et arbejde i en arbejdsgruppe bestående af interesserede medarbejdere med forskellige roller: vejledere, uddannelsesansvarlige, SDUUP-repræsentant og en af TEKs pædagogiske konsulenter. Strategien inkl. implementeringselementet har haft stor og løbende ledelsesopbakning. Processen bag strategi og implementering kan forhåbentlig være inspirerende for andre, der ønsker at skabe et fælles grundlag for en universitetspædagogisk tilgang, enten på en hel uddannelse eller et helt fakultet.

SC 4-4 Case- og kompetenceportfolien – i lyset af employabilitet

Author

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Focus

Employability within a teaching context

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

Jeg redegør for to koncepter for brug af portfolio i universitetspædagogikken. Begge koncepter sigter mod at engagere de studerende i at udvikle:

- Faglige kompetencer: viden om faget
- Akademiske kompetencer: selvstændigt at håndtere en arbejdsproces og reflektivt håndtere processer vedrørende problembeskrivelse, litteratursøgning, teorivalg, analyse og fremlæggelse
- Kreative og kollaborative kompetencer: de studerendes samarbejde om komplekse problemstillinger og udvikling af løsninger
- Employabilitet – synliggørelse af de faglige kompetencers relevans for senere jobfunktioner samt mulighed for afprøvning af jobidentitet i en universitær kontekst

Which generic features of the teaching and learning activity, would you share at TAL2019?

- Demonstrere konkret brug af to konkrete portfolio-koncepter – caseportfolien og kompetenceportfolien - og analyserer dem som eksempler på undervisningsformer, der sigter mod at videreudvikle undervisningspraksis på de videregående uddannelser.
- Diskutere hvordan portfolio-pædagogikken både kan være et redskab i studiet og udgøre et grundlag for senere professionelt arbejde og udvikling (employabilitet).

Grundlæggende er en portfolio en samling materialer produceret af den studerende selv, eventuelt i samarbejde med andre, ud fra opgaver formuleret af underviseren eller af underviseren og de studerende i fællesskab.

En *kompetenceportfolio* er da en samling materialer, der i form og indhold afspejler de kompetencer, som det er målet, at den studerende udvikler i et fag.

En *caseportfolio* på sin side er en samling materialer, der behandler en bestemt case. Den relater sig derfor til casestudiet som læringsform. Denne læringsform baserer sig på studiet af et komplekst tilfælde, hvor en dybtgående forståelse af tilfældet søges opnået ved omfattende beskrivelse, analyse og fortolkning under hensyntagen til konteksten. Cases bruges ofte i universitetsundervisningen som *eksempler* på komplekse problemstillinger og til at afprøve/udvikle teori, metoder og begreber eller som *opgaver*, som de studerende producerer som afslutning på et fag/forløb. I caseportfolien kombineres de to brugsformer, således af portfolioen både fungerer som en dokumentation af arbejdet med en case og i videre perspektiv bruges som et eksempel på en problemløsning af arbejdet med casen.

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

Portfolioekoncepterne havde både effekt på de studerendes faglige forståelse, kobling mellem undervisning og eksamen, kobling mellem undervisning og senere arbejdsliv og understøttelse af de studerendes engagement og deltagelse i undervisningen.

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

Oplægget vil præsentere en generisk portfolioekoncept-model, der reflekterer en portfolios formål, indhold, metode og læringsteoretiske grundlag. Sigtet er at pege på muligheder for at kvalificere forskeres og underviseres faglige beredskab til at analysere og udvikle portfolioekoncepter. Tilgangen til udvikling af portfolioekoncepter er, at der ikke kun findes én måde at bruge portfolioer på. Brugen af portfolio bør således funderes i en teoretisk analyse med blik for den kontekst, portfolioen skal bruges i. Portfolioekonceptmodellen kan således bidrage til udviklingen af en nuanceret, kritisk og refleksiv forståelse af de forskellige koncepters potentialer og begrænsninger set i forhold til den praksis portfolioen skal støtte og udvikle.

SC 5-1 Workshop/foredrag over nettet – webinarformen som læringsplatform – med jobsøgning som udgangspunkt

Author

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Focus

Employability as an extra-curricular activity

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

Studerende skal blive i stand til at kommunikere deres kompetencer i et CV og en ansøgning med virksheden som udgangspunkt.

Det gør de gennem:

- Statistikker, der viser, hvordan arbejdsgiverne ser på forskellige emner
- Konkrete eksempler på hvordan f.eks. CV/ansøgning/spørgsmål til jobsamtalen kan udformes
- Refleksionsspørgsmål til hvordan de selv gør og efter webinarret, hvad de vil gøre fremadrettet
- Erfaringsudveksling
- Spørgsmål til underviseren (enten i privat chat eller fælleschat)

Derudover får de kendskab til en online læringsplatform, der taler ind i en forventning om digitale studerende til fremtidens arbejdsmarked

Indholdet i de to webinarer indeholder nedenstående.

CV

- Hvad er et CV – hvad er et CV samt hvad skal det kunne
- Layout og længde – hvordan ser et typisk CV ud og hvor langt "skal" det være
- Kontaktoplysninger – hvad skal du skrive
- Foto – hvilken betydning har billeder – og betyder det noget hvilket slags billede
- Profilttekst – hjælp til at komme i gang
- Hvad skal stå først og hvad skal du skrive om din erfaring og uddannelse
- Personligt afsnit – hvilken rolle spiller dette
- Referencer – hvad skal du være opmærksom på, hvis du sender referencer med

Ansøgning

- Hvad er en ansøgning – hvad er den og hvad skal den kunne
- Arbejdet forud for en ansøgning – du kan ikke nøjes med at læse jobopslaget. Du skal også lave research – hjælp til dette
- Overskrifter – hvordan skriver du den gode overskrift – hvordan kan du bruge dem aktivt
- Motivation – hvordan får du fortalt, hvorfor du søger job hos dem – på en relevant måde
- Match af kompetencer – hvordan beskriver du dine erfaringer så du matcher jobbet
- Personligt match – du er også et menneske, så din personlighed må gerne skinne igennem

Which generic features of the teaching and learning activity, would you share at TAL2019?

Opbygningen af et aktiverende webinar på 30-45 min indenfor jobsøgningsgenren (CV/ansøgning/jobsamtale) samt hvilke ting skal man være opmærksom på. Derudover hvilke erfaringer har jeg fået og eksempler på hvordan man kan arrangere:

- Polls
- Grupperum

Derudover en pointe om, at dette er generisk information, så webinarerne er nemt skalerbare og kan afholdes om og om igen. Når først materialet og grundstoffet er på plads hos værten, så kan disse afholdes så ofte det passer.

Det vigtigste ved disse webinarer i forhold til blot at få information sendt eller som videoer er interaktionen. De har mulighed for at stille spørgsmål med udgangspunkt i dem selv. De får et svar fra værten men mange gange også andre studerende, hvilket gør at de får flere perspektiver og dermed god hjælp.

Der kan også være nogle spørgsmål, som ikke var kommet frem i en fysisk workshop

Eksempler på spørgsmål kan være:

- Hvordan forholder jeg mig til at jeg er transkønnet? Skal jeg skrive noget om det
- Jeg er gravid eller planlægger at blive det indenfor kort tid – hvad gør jeg?
- Jeg er politisk aktiv i et ydregående parti – hvilke tanker skal jeg gøre mig i forhold til om jeg kan skrive det på under min erfaring?

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

- Studerende er glade for denne nye innovative form for kommunikation.
- De sætter pris på at kunne deltage, der hvor de er, uanset om det er hjemme, mellem en undervisning eller under transport.
- Det er et tiltrækkende tilbud for digitale studerende og taler ind i deres forventninger om digitale tilbud fra SDU
- Derudover er også tiltrækkende for den generte eller stille studerende, som her benytter muligheden for at stille spørgsmål oftere end vi ser til workshops.
- Tidsrammen gør det desuden overskueligt for mange at deltage.

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

Webinarformen kan overføres til mange andre emner og kan kombineres med fysisk undervisning.

SC 5-2 E-moderated project supervision for 1st semester engineering students

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Focus

Active teaching and learning

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

The aim for the students was to become more reflective learners as the option to e-mail supervisors for answers was eliminated. This forced them to pose questions and answer questions from other students i.e. peer-to-peer learning.

Which generic features of the teaching and learning activity, would you share at TAL2019?

E-moderated supervision and the possibilities to use Blackboard built-in functionality to create a better learning space for the students and let supervisors focus less on trivial questions and focus more on challenging the students and challenge their perspective on other matters.

This presentation will present and elaborate on the findings of an e-learning project done at the production engineering education at SDU. The project involved the use of Blackboard functionality to facilitate e-moderation of supervision of first semester students. Supervision of first semester student is challenging. The students have little experience with academic work and little or no experience in the field of study. Supervision has so far been organized traditionally with face-to-face supervision of individual groups once or twice a week. In this process supervisors experience was that the same questions (and answers) were repeated for every group and that groups did not have much interaction. The trust student to student was low and answers from supervisors was the only reliable source of information.

The project has used the discussion board functionality to establish a Q&A forum and the WiKi functionality to create a wiki for subject matter related content.

An assessment of the outcome of the project shows promising results but also suggestions for improvement.

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

Students felt that the Q&A was very helpful. They have become more independent and able to discuss and share knowledge.

There does not seem to be any correlation between how much they have used the answers from e.g. the Q&A and how active they have been. This could indicate that also the free-riders i.e. those who have not contributed to the Q&A, have benefitted.

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

The use of Blackboard functionality for a Q&A is easily transferable to others along with the tips and tricks that the evaluation showed.

Some of the remaining challenges are: How to increase the use of the Q&A answers from the current level of “sometimes” and how to engage more students and students more on the Q&A forum from the current level of “Some” posts created and “few” posts commented on.

SC 5-3 Online Simulation game for employability of project management capabilities

Authors

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Focus

Employability within a teaching context

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

The course Project Management at SDU is basically cross-disciplinary. Using the online simulation we learn the students to work cross-disciplinary with real life project management challenges in a team of 4 students during lectures. It means that the students can employ all of Bloom's taxonomies. It means to remember theory and models, understand how to use them, actually apply theory and models, analyze the context, evaluate what to do to solve the project management challenges and collaborate to create decisions and actions done in the simulation for more thorough student capabilities within project management.

Which generic features of the teaching and learning activity, would you share at TAL2019?

We want to share the experience and learning obtained by the students through the simulation of Project Management due to the use of the program Simultrain.

The students both experience the difficulties in the combination of cross-disciplinary issues and the strong feelings you have as project manager when you succeed and when you miss important issues in typical time-constrained projects. This cannot be obtained in an ordinary teaching context as effectively and efficiently than through the use of the simulation program. It allows us to show theory in practice and how to work with uncertainty in a teaching context.

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

The student really got an understanding of the cross-disciplinary nature of Project Management, which they appraised during the simulation session lasting 2 times 4 hours. After the simulation the students typically are so engaged with the simulated project that they feel 'high' on the experience. The learning from the project can be used in the teaching afterwards both in relation to the nature of the cross-disciplinary issues and the feeling you have during a project as project manager. At the examination the students often call upon situations from the simulation to explain their exam proposal. All in all, it is a learning experience, which the students can recall and do not forget easily.

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

This can also be done by other teachers, students and institutions after training in conducting the simulation with facilitation of the students in courses in Project Management. The online simulation teaches the students to make decisions on their own. We as teachers are acting as consultants and provide inspiration to activate the students and show the role of project managers and the consultancy often contained in the function.

During simulation the office of the project manager is shown on the screen together with a dash board containing 5 parameters on performance of the project during the 11 weeks simulation. The students themselves plan the simulation through a simple structure which is connected and described on before-hand on activities and skills required, resources available and the skills these resources have, calender with the opportunities to plan meetings etc. In the office the phone is ringing, mails are coming and project members and managers come with comments and tasks. This frame supports an efficient and effective 'close-to-real-life' simulation.

SC 5-4 Concept mapping in multidisciplinary engineering development projects

Authors

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Focus

Active teaching and learning; Employability within a teaching context

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

The course Robotics and Computer Vision2 for UAS (RMURV2) is a combination of image processing and robotics software development, meaning the student is introduced to knowledge from multiple engineering disciplines. The RMURV2 students are working in teams on mini-projects related to the course material covering the learning goals. These mini-projects are similar to the engineering challenges they will encounter in the industry, where rapid non-perfect solutions tend to be the typical scenario. An overview of the intended design tends to be a good starting point to ensure the development is moving in the right direction. Based on experience, the students tend to jump past the overview and starts implementing with no clear path. The produced concept map could be used as a guiding tool to ensure the student was moving in the right direction, and potential misunderstandings could be discussed early on in the implementation process with the teacher.

Which generic features of the teaching and learning activity, would you share at TAL2019?

We would like to share our experience using concept mapping as a guiding tool to ensure students are moving in the right direction when using theory in practice. A structured version of concepts mapping was introduced as a tool to allow students to understand the possible components and structure of a specific mini-project before implementation. The idea is that students would benefit from using concept mapping when implementing the presented theory in practice and could bring this experience with them to industry.

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

Generally, the feedback has been positive, and the majority of the students utilised concept mapping successfully in a mini-project.

The majority of the students were able to use concept mapping to connect the theory presented in different lectures to a combined whole in their mini-projects.

The teacher can use the concepts maps produced by the students to identify potential misunderstandings so that they can be discussed and adjusted towards a more viable approach.

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

Concept mapping would be a valuable guiding tool in courses where theory need to be moved into practice, especially in areas where multiple disciplines are involved. Concept mapping provides the project participants with an overview without going into domain-specific details. The use of concept mapping is not dependent on a particular discipline, but the developed project can set constraints for the relevant participants.

SC 6-1 Erhvervsstudenterforskning på elitemodul – evaluering og perspektiver

Author

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Focus

Active teaching and learning, Employability as collaboration with the broader society or external partners

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

Formålet med elitemodulet *Forskning i virksomhedskommunikation* på kandidatuddannelsen i International Virksomhedskommunikation på Syddansk Universitet i Odense er på samme måde som erhvervs ph.d-ordningen at fremme forskning og udvikling i danske virksomheder ved at uddanne dygtige kandidater med særlig indsigt i de erhvervsmæssige aspekter af forskning og udvikling inden for virksomhedskommunikationsfaget og at opbygge personlige netværk til udveksling af viden mellem virksomheder og universitet.

Den studerende knyttes i forløbet til både et forskningsmiljø på universitetet og et fagligt miljø i en virksomhed og skal gennemføre et mindre forskningsprojekt i forløbet, der er på 30 ECTS i semesteret forud for kandidatspecialet.

Elitemodulet giver de studerende mulighed for allerede i studietiden:

- dels at blive tilknyttet et miljø uden for universitetet og herigennem at styrke deres kompetencer i forhold til hurtigt at kunne etablere sig på arbejdsmarkedet i en relevant stilling, herunder at kunne bidrage til at skabe nye stillinger ved at styrke forskningsdimensionen og værdiskabelsen for virksomhederne
- dels at få nærmere indblik i forskningen på universitet og herigennem styrke deres kompetencer i forhold til efter endt kandidatuddannelse at kunne vælge en forskerkarriere og fx søge en ph.d.

Which generic features of the teaching and learning activity, would you share at TAL2019?

Forskning i virksomhedskommunikation gennemføres i efterårssemestret 2019 for 10. gang. De forløbne 9 år har i alt 76 kandidatstuderende gennemført forløbet, og i efterårssemestret 2012 forventes 12 nye studerende på forløbet. Jeg har stået i spidsen for elitemodulet i alle årene og vil på TAL 2019 evaluere, hvilke effekter det har medført at give de dygtigste studerende mulighed for at blive ekstra udfordret gennem elitemodulet.

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

De studerendes generelle evaluering af elitemodulet er, at de på det halve år oplever at lære og udvikle sig mere, end de til ammen har gjort på de første fire år på universitetet. Især fremhæves betydningen af det særligt inspirerende miljø, man indgår i af dygtige og topengagerede medstuderende, en erfaren forsker som vejleder, vejlederens forskergruppe samt et interesseret virksomhedsmiljø. På TAL 2019 vil jeg supplere med resultaterne af en undersøgelse af, hvordan det så er gået de studerende, der har gennemført elitemodulet.

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

Elitemodulet *Forskning i virksomhedskommunikation* er et godt eksempel på, at det kan betale sig at gøre noget ekstra for de 10% dygtigste studerende, så de får endnu bedre muligheder for at udfolde deres uomtvistelige talenter til gavn for dem selv, for universitetet, for virksomhederne og for samfundet. Erfaringerne kan umiddelbart overføres til andre uddannelser, som kunne tænke sig at give deres dygtigste studerende de bedste muligheder.

SC 6-2 Vejledning i fællesskaber som middel til at bevidstgøre de studerende deres karrieremuligheder

Author

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Focus

Active teaching and learning; Employability as educational strategy

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

De studerende bliver gennem vejledningen i fællesskaber mere skarpe til at beskrive deres egens professionsudøvelse og identificere deres egne læringsbehov i forhold til at nå det mål som de har for et kommende jobområde.

Which generic features of the teaching and learning activity, would you share at TAL2019?

Jeg vil tage udgangspunkt i den studerendes arbejde ift. egen udvikling i, at blive en kompetent ergoterapeut til det arbejdsmarked og arbejdsområde som vedkommende ønsker at arbejde med. Den studerende deltager i obligatorisk vejledning i fællesskaber på sit hold fra 2. semester til og med 6. semester. Herudover tilbydes den studerende individuel vejledning for at blive bevidst og kunne udvikle sine generiske kompetencer i forhold til sit mål.

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

De studerende bliver gennem de 2½ år, vejledningen i fællesskaber foregår, bevidste om, hvordan det kollegiale fællesskab med deres holdkammerater kan bidrage til at udvikle dem og blive bevidst om deres egne generiske kompetencer. De studerende oplever at de påvirker hinanden på en positiv måde ved at de stiller spørgsmål til hinandens ideer og supplerer hinanden ift. hvor de ser hinandens styrker og svagheder. Jeg oplever at når de studerende kommer til individuel vejledning, så har de undersøgt forskellige muligheder og drøftet det med studiekammerater inden de kommer til vejledning. Samtidig er deres engagement ift. undervisningen øget for de studerende som har en specifik plan. Inden for den snævre ramme, der er i uddannelsesbekendtgørelsen, forsøger de at tone undervisningen, så de får mulighed for at fordybe sig i emner der kan hjælpe dem med at nå målet. Det er f.eks. specifikke opgaver i praktikken, selvom deres praktiksted ligger langt fra det speciale de ønsker at arbejde med efter endt uddannelse.

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

Ligesom en del uddannelser på universitetet, er Ergoterapeutuddannelsen meget bred. Når den studerende står med sit eksamensbevis i hånden, er der mange forskellige jobmuligheder. Nok har man titlen ergoterapeut, men man kan arbejde med patienter lige fra den nyfødte til den døende. Man kan få speciale i psykiatri, neurologi mv., samtidig er der alle muligheder for at arbejde indenfor andre ergoterapeutiske arbejdsområder. Det samme gælder for en række universitetsuddannelser. Når man f.eks. er blevet cand.mag. i historie er der mange forskellige jobmuligheder, og der er ikke noget som er givet, ift. at det sådan man kommer til at arbejde.

SC 6-3 Fra traditionel undervisning til læringskultur

Author

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Focus

Active teaching and learning

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

De studerende skal lære at anvende såvel teoretisk og praktisk viden i forbindelse med organisatorisk udvikling af konkurrence- og eliteidrætsmiljøer. Derudover skal de lære, at de kan lære fra deres medstuderende, og de skal udvikle sig til attraktive og kompetente partnere på et fremtidigt arbejdsmarked.

Which generic features of the teaching and learning activity, would you share at TAL2019?

Formål: at eksperimentere med undervisningsmetoder, der aktiverer de studerende og samtidig udvikler læringskulturen blandt dem.

Tiltag: Kandidatkursus (15 ECTS), på Campus Esbjerg blev tilrettelagt med en praksisintegrerende tilgang og seks konkrete heldagsseminarer byggede på team-based learning, collaborative learning og case-baserede undervisningsmetoder. Forskellige faglige øvelser blev udviklet på baggrund af følgende principper:

1. De studerendes samspil og aktive deltagelse er i centrum.
2. De studerendes evne til at anvende viden skal udvikles.
3. De studerendes muligheder for at udvikle sig til attraktive og kompetente partnere på et fremtidigt arbejdsmarked skal udvides.

Målgruppe: 25 studerende i Konkurrence- og elitesport med flere forskellige faglige identiteter (fx bachelor i idræt, fysioterapeut, lærer), og som følges ad gennem to års specialiseret kandidatstudie, der ligger på Campus Esbjerg.

Data og metoder: Studiet bygger på aktionsforskning og kvalitativ dataindsamling og analyse. Indledende skriftlige refleksioner fra de studerende over, hvad de forbinder med et godt læringsmiljø. Underviserens observations- og refleksions-log. Studerendes løbende evaluering og afsluttende mundtlige og skriftlige evaluering, umiddelbart efter og 3 mdr. efter.

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

Konklusioner og perspektiver: Praksisintegrerende undervisning øger oplevelsen af et meningsfuldt læringsudbytte. Team-based learning fungerer som en effektiv metode til at sende et stærkt signal om at forberedelse og aktiv deltagelse er vejen til læring 'her hos os'. Collaborative learning bidrager til at opbygge et fagligt og socialt tilhørsforhold. Case-baserede undervisningsmetoder bidrager til en meningsfuld kobling til praksis, da de studerende forbinder deres læring med den konkrete kontekst, de skal virke i efter endt uddannelse. Varierende gruppekonstellationer er særlig betydningsfuld for studerende, der kommer fra andre uddannelser end idræt. Underviseren spiller en central rolle som "social arkitekt" og kulturel leder.

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

Små hold, og hold, der ligger på Campus i mindre byer, bliver sårbare ved lavt fremmøde. Der skal virkelig være en mening med at møde frem. Dette undervisningsforløb kan give inspiration til opbygning af et læringsfællesskab centreret omkring faglighed.

SC 6-4 Tæt parløb mellem underviser og it- og læringsspecialist: En helt grundlæggende forudsætning for digitalisering

Authors

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Fokus

Active teaching and learning; Employability within a teaching context

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

Vi har nytænkt undervisningen i ledelse og forandringsledelse på cand.merc.-studiet i Kolding, og vi har i den forbindelse etableret parløb mellem underviser og it- og læringsspecialist, hvilket vi vil argumentere er en helt grundlæggende forudsætning for, at der reelt kan ske en digitaliseringsudvikling i undervisningen. Trods et stort potentiale viser undersøgelser, at mange universitetsundervisere kun anvender it i meget begrænset omfang. Ifølge Undervisnings- og Forskningsministeriet er ”tekniske kompetencer og pædagogisk/didaktisk viden i forhold til brug af it en barriere for nogle undervisere.” Der er derfor al mulig god grund til at styrke den enkelte undervisers incitament til og kompetencer i at anvende digitale teknologier i undervisningen. Og selvom parløb mellem underviser og it- og læringskonsulent ikke repræsenterer en direkte læring for de studerende, så er det en konstruktion som indirekte åbner nye muligheder for læring og som de studerende tager godt imod.

Which generic features of the teaching and learning activity, would you share at TAL2019?

Overordnet vil vi gerne dele/udveksle erfaringer med at hente it- og læringsspecialist ind i et forløb omkring kollaborativ udvikling af undervisningen. Vi har oplevet at vi med en kollaborativ tilgang, hvor vi ved at koble vores fagligheder ikke kun opnår et stærkt fagligt forløb, eller en stærk it-integration, men at vi sammen kan adressere en række nye læringspotentialer, som vi inspireret af diverse undersøgelser beskriver som soft skills. Sammen har vi introduceret en række systemer og tilgange (Feedback / Peergrade), video-blogs, screencasts mm. som ikke alene tjener et fagligt og læringsmæssigt formål, men som også træner de studerende en række selvstændige soft skills som både har en effekt i forhold til fremtidige arbejdsopgaver, men som også er aligned med eksamen. Det at lave en dyb it-integration fordrer at vi træner dem i nye soft skills, og det kalder på en grundig introduktion til de studerende og en tæt opfølgning ift. diverse tekniske og didaktiske udfordringer undervejs. Til dette formål har vi fundet et helt tæt samarbejde mellem underviser og it- og læringsspecialist essentielt.

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

Vi har begge været til stede i undervisningen i det omfang det har været relevant. Det har skabt en tryghed i rummet og givet en enorm opbakning til de studerende. I undervisningsevalueringen fra ledelse F2019 giver det sig udslag i gode evalueringer på området.

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

Vi er i færd med at udarbejde generisk præsentationsmateriale af peergrade, hvor systemet introduceres på en lettilgængelig måde. Yderligere påtænker vi at udarbejde materiale omkring feedback, rubrics og assesment of learning, som let kan deles både med de studerende og med andre undervisere. Derudover oplever vi, at der ligger en vigtig pointe i ikke at standardisere samarbejder i den kollaborative undervisningsudvikling. Tværtimod ligger styrken i at kunne udvikle og lære sammen undervejs i processen.

SC 7-1 The teaching-work relationship in active practice, experiences in three European countries

Author

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Focus

Active teaching and learning; Employability as educational strategy; Employability, education and effects

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

I have been teaching since 2007, in France, Spain and Denmark. I am a surgeon and apart from courses and workshops, my teaching activity mainly takes place in the clinical setting, it means that while I am actively working (surgeries or orthopedics) I am also teaching. I intend the students to understand the value of having a positive attitude and initiative, the value of being able to apply their knowledge but also the value of accepting something they do not know and so ask. These characteristics will help them solve clinical cases as a problem-base and inquiry learning. Acquiring these features will make them more attractive when looking for employment recommendations. I intend to explain them also the differences between these three countries, which problems recur even in different cultures, and what they should do and do not when seeking learning or employment overseas.

Which generic features of the teaching and learning activity, would you share at TAL2019?

- Advice for students: initiative, positive attitude, ask, show that you can do it and importantly, that you accept criticism
- Advice when teaching: few texts, evidence based, patience, we teach to a generation of Facebook and Instagram eyes, so we should teach with videos and photos

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

In my clinical experience, the relationship between “me teaching” and the “student learning” has two major impacts. Firstly, we form future veterinarians that once in practice, if they were treated positively, and if they valued the worked done clinically, then, these students once employed, will get back at you, will ask for your advice and therefore, improve their and our clinical practice. It shows us, clinical teachers, the value of the “take home message” that the students will remember once they leave the university. Secondly, I have learned the value of using an active teaching and learning system, where all parts participate, instead of the classical student looking at the teacher system, which in my experience, has few advantages. I think this process should be the same no matter in which country you are.

Nowadays, I believe teaching is no longer just transferring information, as it can easily be found on internet. The difference we can make is how we present this information, and how we help the student to apply it, out from the light of a screen.

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

I believe my practice and experience can be transferable and adaptable. Teaching is not in all of us, it is something we also have to learn, and in the process, we tend to forget that we all went through the same learning/student process; we all seek for that teacher, clinician, and/or professional, to take some of their time and help us improve. Now that I am in that position then it is what I do: take time to teach and to help

them get better. Gather and transfer information that still hard to find on internet, as it is, for example, clinical experience.

I have worked in three different universities, and at least from a clinical point of view, I have seen the same mistakes being made by the institutions. Not necessarily directly on teaching, but those mistakes certainly affect the daily life of students and their active learning curve. Some words about this may help point out recurrent problems.

SC 7-2 Agenda-Setting on Self-determination and Aligning Authentic Learning Goals of Design Courses

Authors

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Focus

Employability within a teaching context

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

The students of the sports and design course should be able to:

1. communicate their considerations about employment contexts and employment roles desired,
2. understand the importance of situated, organizational, and prospective employment-focused projects (i.e. authentic learning experience) in the course,
3. aligning the authentic learning goals as part of the course,
4. and profiling and communicating professional goals and experiences.

Which generic features of the teaching and learning activity, would you share at TAL2019?

SDU Spearhead project-funded activities in the Sports and Design course:

The teachers developed three proto-personas based on broad employment profiles with overlapping contexts and skills, based on perceptions on students' employment goals: 1. Academic, 2. Employee, and 3. Entrepreneur.

Six interviews with former years' students resulting in three validated personas (i.e. background, behavior and experience, life and career goals, and study needs and goals).

- For aligning personal learning goals, the outcomes were presented and facilitated discussion on the employment contexts and roles.
- Academic findings on authentic learning for employability was briefly introduced to students, and the importance of working with real-world problems, working with organizational and situated projects, in collaboration with desired employment area was discussed for aligning the objective knowledge, skills and competencies of the course. Skill matrices made by the teachers were given to students, and groups discussion covered the complexity of goals and expectations by the students, teachers, prospective employers, and the educational accreditation and financing authorities.
- Creating LinkedIn profiles, Jobindex.dk agents, and persona profiling on xtensio.com.

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

Students were critical and resistant to the activities as these did not directly contribute to the course projects and the content required for better grade in the course. Less than 20% of the students positively rec-

commended. The teachers, applying the theory of self-determination, conclude that the impact was the agenda-setting of employability for the students and not the clear alignment.

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

The activities might be done during the first 2-3 sessions and can support the student's selection of projects and partners. Facilitating the activities with a successful alumnus might change the perception and gain support of the self-determination. The findings, workshops and activities may be included in the current revision of the sports and health master's program's nano-modules.

SC 7-3 Students find it difficult to explain what skills they need and have

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Focus

Employability within a teaching context

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

The objectives were

- to facilitate the students of sports and design to gain insights on the expectations by prospective employers at the public and private organizations
- to understand the importance of articulately present the knowledge, skills and competencies gained through authentic learning experiences
- to find the motivation to look beyond the scope of the course to define the desired outcomes as employability skills and not the exam scores only

Which generic features of the teaching and learning activity, would you share at TAL2019?

We conducted interviews with the course projects' contacts/prospective employers regarding their expectations of our graduates. Narratives were prepared and verified with the interviewees.

Main findings in the narratives were that we recognized that the employers expected hard skills but the main focus in hiring a newly graduated, employees highly valued soft skill. Especially initiative, humbleness, collaboration and communication, flexibility, independence and they should have abelites listen to more experienced colleagues. We shall share the narratives made in Danish and English.

The students were facilitated to write notes on the key skills and competencies that they should emphasize during the study and communicated during job application, interview and professional profile creation.

We shall share students' reflections after reading the '(prospective) employers' narratives on expectations from sports and health program's graduates.

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

Some of the students' found it difficult to navigate in combining skills beyond the course, the presented materials of the course, and previous experience.

Students were able to emphasize the importance of developing evident skill and competencies, to attain a certain level of employability.

A group of three students wrote: *"The stories chosen for this were also good, but relevance to the rest of the subject was not timely. Why should it be in this course? It was exciting to hear about what employers*

are looking for in applicants. It may be more about personality concerning the position, rather than what skills one can gain in or after education.”

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

The narratives and facilitation workshop were made for a graduate course and now we are using it in some of the courses at the undergraduate level.

We identified that similar narratives should also be made based on successful entrepreneurs and academic professionals that are alumni of the study program.

A 30-min session can be allocated for plenum discussion in each course and narratives can be sent out in advance for reading before the session.

SC 7-4 *In which direction will I grow up?* - Two Methods and Tools for Facilitating Students to Align Employment Goals and Academic Activities

Authors

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Focus

Employability within a teaching context

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

Every discipline involves design, entrepreneurial approaches, and technologies – the sheer complexity in the academic content and project process might be too overwhelming to be able to articulate the knowledge and skills contributing to the development. The multiplicity of sectors with goals – study program, courses, personal, and employment – need to be aligned and reflected upon. Aligning the course's teaching and learning activities with personal goals is often an unsupported process and student's personal agenda than that of academic. The lack of facilitation in aligning the activities, reflection on personal development, and personal employment/career goals is reflected in the unarticulated reflection on experiences from course activities. We intended the students to be able to 'articulate' their knowledge, skills, and competencies on the innovation process (involving methods, tools and theories), the authentic learning experiences with external partners/real design project, and elements of personal development.

Which generic features of the teaching and learning activity, would you share at TAL2019?

We developed a *personal development portfolio* schema as a methodical tool for students to note weekly or session-wise learning points. We also developed a questionnaire to conduct student development discussion (*studenterudviklingssamtaler, SUS*), which can be compared with the Danish collegial development conversation (*medarbejderudviklingssamtaler, MUS*). We will share the tools we've developed (both in English and Danish), which have been revised based on the feedback from teachers during the seminar of the SDU network for innovation and entrepreneurship and some students feedback from the sports and design master's course.

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

The SUS questionnaire was used for facilitating students at the end of the course but before the submission of the final reports of the sports and design course in Sports and Health study program. The *personal development portfolio* was provided relatively at the end of the course instead of the beginning. The students reported that the SUS enabled reflecting on both the employment goals and the learning outcomes from the course – enabling a process to align or at least setting an agenda for *employability* – that is, the desired career and the necessary knowledge and skills. The students also experienced that this was a capsule for reflection upon their personal goals. A teacher states, "for gaining the full value of the tool it needs to be practiced and guided" and "the quality of the portfolio will increase if a theoretical framework applied to support reflections".

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

The tools could be inspirational on different levels of education.

In a study program perspective, this could be interesting to integrate in the end of 5th, 7th and 9th semester to support the students in their employability reflections.

In a course (and teacher) perspective, this could be interesting to integrate to ensure an ongoing alignment between course goals and learning outcomes.

SC 8-1 Teaching for Dream Jobs

Authors

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Focus

Active teaching and learning, Employability within a teaching context, Employability as educational strategy

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

1. To give students a sense of what types of employment their education will aim at or make possible
2. To increase students' awareness of what sort of employment they themselves aim for
3. To be able to adjust their dreams according to actual employment possibilities
4. To tone their papers and projects in the course of their education to fit specific employment categories

Which generic features of the teaching and learning activity, would you share at TAL2019?

We would present

1. An exercise that has incoming students research where job ads in their chosen field are published or uploaded. This exercise subsequently has students read the ads describing job openings in their area of study and then draft an application for a job in a category they might enter at the end of their studies.
2. The way we divide students into study groups according to what kind of job they dream about. At SDU, American Studies students hoping to work in an embassy or a consulate, for example, would then be in a study group together from the first semester onwards, while at the Danish School of Journalism, students aiming for project management employment would be divided into groups according to the kind of project management they hope for: event organizing, art exhibition, private company management, television and media, etc.
3. We would share handouts and student responses.
4. And we would also suggest alignment between students' course work and the evaluation/exam, for ex. a media pitch, an event plan with budget, a lecture outside academic walls, etc.

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

It was clear that the students became more motivated than in standard courses, because they could see how course work related to the skills they would need so as to land their dream jobs. Furthermore, they received a reality check on their dream employment, so that their skills and talents and the actual job openings outside of academic walls were better matched.

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

Our practice of having students begin their education with finding and reading job advertisements would be immediately transferable to any field of study. Additionally, the idea of having study groups be formed

according to students' dreams of employment once their education had been completed would apply to any field of study. Any discipline dividing students into study groups might use the technique of forming groups according to dreams of future employment would most likely see an increase in group collaboration and mutual inspiration, with higher degrees of involvement and fewer drop-outs.

SC 8-2 Play with fear in a media course

Author

Rikke Schubart, Associate Professor, University of Southern Denmark, Department for the Study of Culture

Focus

Active teaching and learning

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

I wanted them to understand

- the nature of emotions
- how emotion work as part of commercial media texts
- how to use play as creative work activity
- how to use one's emotions in work context

Which generic features of the teaching and learning activity, would you share at TAL2019?

I would like to share how to engage with emotions as theoretical concept and as individual (biological, physical) experience. And how to use play as teaching resource. The aim for students was to learn to use play and emotion in the production of media texts (e.g. museums or any other commercial encounters)

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

I believe the students experienced the richness of creativity and material that happened when they used personal emotions. Many based the media exam on personal experiences. The exam was a media text and an oral examination with focus on theory. Our key emotion was fear, and the focus were genres of horror, thriller, fantasy, fairy tales.

The students worked in groups and all created a media product. The forms were: a radio podcast, graphic novel, film manuscript, short story, surprise box (to stick one's hands into), short film, interactive online experience. They were free to choose format and if exam was as group or individual. During course they all worked in groups.

Some students used personal experiences in the product. All engaged with their own personal fears. One came to the oral examination dressed in the costume from the film her group had made production plans for.

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

From first lecture, I encouraged students to form groups to facilitate group work and trust. Thus, group work was not at the end of the course but at the end of each class, facilitating the students getting to know one another, trusting one another, and reflect on how to integrate theory with a media product. This meant continuously working on trust, cooperation, theory, and learning from the course, and thus facilitate students' learning continuously over the semester.

The elective course was in English and half of students were foreign. The foreign students appreciated the possibility for forming collaborations with other students. We had an excursion to a haunted house (Horsens Jail). Especially the foreign students would be at classes every week.

The experience of combining theory with students' own emotions was extremely stimulating and I would like to repeat this way to teach and do examination (as creative product and oral examination).

It required the teacher be engaged in students as individuals but also able to distance herself from the private part of emotion.

SC 8-3 Redesigning a research methods course: Peer feedback as a method to build core skills in research design and data analysis

Authors

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

Focus

Active teaching and learning

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

Peer feedback was integrated in a research methods course to build core disciplinary skills related to designing questionnaires and qualitative interview guides as well as an awareness of how these research instruments affect the reliability and the validity of the research undertaken. Peer feedback allowed students to test and fine-tune their questionnaires and qualitative interview guides, revealing reliability and validity problems in an early stage of the research design process. Using peer feedback for this purpose draws on the close relation between peer feedback and participant response, as feedback is provided from the perspective of the respondent or interviewee.

Which generic features of the teaching and learning activity, would you share at TAL2019?

How the use of peer feedback was integrated:

- Peer feedback was presented to students as a method to build core disciplinary skills
- A three-hour workshop introduced theory and research-based methods to enable students to conduct peer feedback independently in a qualified manner.
- Shorter peer feedback activities were integrated into the lectures.
- Longer scaffolded peer feedback activities were carried out by the students between the lectures

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

From a teacher perspective: Nearly all students choose to participate in the three-hour feedback workshop. The redesign created space for the students to engage more actively with criteria to train some of the competencies needed in conducting empirical research.

From a student perspective: Students engaged in the peer feedback activities throughout the course. However, in the final evaluation they did not state that they had increased their generic academic skills. This raises the question whether students view peer feedback as a generic skill when it is introduced as a method to build disciplinary specific skills.

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

Other teachers could consider:

- Exploring possible ways to use peer feedback as a method to build core disciplinary skills as well as a general method to increase student engagement

- Framing the method as a way to build core disciplinary skills thus increasing student motivation for engaging in peer feedback
- Including activities aimed at providing the knowledge and tools necessary to engage in high quality peer feedback

References

Nicol, D., Thomson, A., & Breslin, C. (2014). Rethinking Feedback Practices in Higher Education: A Peer Review Perspective. *Assessment & Evaluation in Higher Education*, 39(1), 102-122

Bryman, Alan (2015): *Social Research Methods*, 5th Edition. Oxford University Press

SC 8-4 - Development of a web app for supporting research-based teaching activities

Author

Diane Bastien, Assistant Professor, University of Southern Denmark, Department of Technology and Innovation

Focus

Active teaching and learning

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

This teaching activity is designed for Passive Solar Design and Daylighting, new course offered as optional course at the 4th semester in the Bachelor of Civil Engineering. This activity mainly concerns ventilation and Indoor Air Quality (IAQ), which are important subjects in this class. By completing this activity, students will have reached the following learning outcomes:

Knowledge:

- Describe what typical air change rates can be expected for infiltration/natural ventilation/ mechanical ventilation for different building types.
- Describe the expected Indoor Air Quality (IAQ) in a home under various ventilation rates.

Skills:

- Calculate equivalent air flow rates in various units (ACH, m³/s).
- Calculate the total ACH in a room from CO₂ readings with gas balance equations.

Competences:

- Design a ventilation system with appropriate air flow rates for residential buildings.

The main features of this teaching activity related to research are

- Students act as investigators by gathering and analysing data characterizing their own dwellings
- The collected data is publicly available on a web app, following a “citizen science” spirit
- The data is being used as the main material for a scientific article

Which generic features of the teaching and learning activity, would you share at TAL2019?

I will briefly present the teaching activity, which is revolving around the students who are engaged in collecting empirical data from their own lives. I will discuss about the challenges related to research-based teaching activities and how the developed web platform had contributed to address them.

In brief, the students used a meter able to log data characterizing temperature, relative humidity and CO₂ over one week. During the first half of the week, the meter display was hidden and students were asked to perform their daily activities as usual. During the second half of the week, students had to take actions for improving their indoor air quality and use the feedback from the meter display to assess the efficiency of various actions (e.g. opening windows/doors, activating ventilation systems...). Following the data collection, students had to perform a transient CO₂ balance and evaluate the ventilation rate in their bedroom during two representative nights and submit their data and analysis in a short report and Excel file. At the last lecture, students used the web app to support the presentation of their data to the class, which al-

lowed to learn many lessons from various building types and age. Finally, a meta-analysis was made in class using the web app which displayed some summary statics for the group.

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

Students filled out a questionnaire for evaluating this activity. Results indicate a high motivation and allow to identify the most important factors that motivated students for this activity (for ex. knowing that the data I am collecting is part of a larger scientific study).

This activity was clearly the highly of the entire course, it was greatly appreciated by the students. Of course, setting up this activity for a first time required some significant time investment, but the great feedback makes this project completely worthwhile and replicating it n the future will be fairly straightforward. The web app was important for supporting peer learning and facilitating the process of collecting/displaying student's data for using it in a scientific publication.

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

While the web app is definitely topic specific, I think that the principle of using such a web app for assisting in collecting data and facilitating peer learning can be applicable to other courses where a research-based teaching activity is taking place in which students collect data from their own lives.

An e-learning grant enabled the purchasing of the meters and supported a collaboration with the SDU e-Science Center for the development of the web app. Having experts from the e-Science center developing such a web app makes such projects possible for all teachers without a need for programming competences. The students simply uploaded Excel files in a shared folder, which was then transferred to another folder and processed by the web app, therefore no programming was required from the students.

SC XX-X (to be scheduled – will appear from the conference folder on 14 Nov.)

Experiences from peer-group leadership and self-organization- A case study from Aalto University

Authors

Maria Elo, Associate Professor, University of Southern Denmark, Department of Marketing and Management

Joan Löfgren, Director, Aalto University, Bachelor's Program in International Business, Mikkeli Campus

Focus

Active teaching and learning; Employability within a teaching context

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

The Aalto School of Business Bachelor's Program in International Business at the Mikkeli Campus (hereafter Aalto Mikkeli) provides a good example of how international business students learn skills needed for global working life. This study examines the way the Bachelor thesis process is organized; in particular two pilots providing students leadership experience in managing the process.

- Managing and enjoying a complicated thesis project is a challenge; failing to complete the thesis process is a typical reason for unfinished studies and a major impediment for employability. Thesis topic identification, independent work, and meeting deadlines are needed for employability and successful career later. Many universities organize the thesis process in groups, partly to cut costs. At Aalto Mikkeli, the thesis process consists of a cohort of about 90 students working in groups through seven phases, from idea development to final assessment. A designated academic supervisor manages each group either locally or from abroad (the program is based entirely on visiting faculty) and is paid per student.
- Students experience thesis writing as stressful and feel lonely. At Aalto Mikkeli, we have piloted an approach to engage the students in this process with a novel type of peer-group leadership. A student (usually with a good track record) is chosen to act as coordinator and communicate regularly with the supervisor. The group becomes a more self-organized entity and the supervisor can focus on other issues.

Which general features of the teaching and learning activity, would you share at TAL2019?

By sharing the tasks and coordinating the communication, the process management becomes co-created, even pro-active:

- The peer group coordinator has insight into the process, being the boundary-spanner while developing special sensitive skills that are useful for employability and management.
- Moreover, this assists all participants in developing their cooperation skills with international colleagues that partly compete but are all in the "same boat".
- It also makes the coordinator close, being "one of us".

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

The experiences from two pilot groups 2017-2018 and 2018-2019 are interesting. The results were good, and the students have indicated high satisfaction with the process, finding it more enjoyable. The commu-

nication by the peer group coordinators and the assessments support this view, e.g.: “...all have been super-satisfied – they have got responses fast, comments have been good...”, “...have succeeded in giving faith [in the process] and encouraging the group in a great way. Fantastic!”

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

Both coordinators in the pilot were employed immediately. We propose that piloting with student leadership, empowerment and engagement in coordinating thesis work can provide good leadership and management experiences that increase the employability, satisfaction and the mental well-being of students.

Poster session – Morning 10:45 – 11:30 – in English

Poster 1 - Raise your skills, then raise your voice: Comparing speech-melody visualization tools for acoustic leadership training

Authors

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Jana Neitsch, Postdoc, University of Southern Denmark, Mads Clausen Institute, Centre for Industrial Electronics

Focus

Active teaching and learning; Employability within a teaching context; Employability as an extra-curricular activity

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

Being a leader first of all means being a persuasive and inspiring speaker and a successful negotiator. Research suggests that charismatic presenters are not necessarily skillful negotiators and vice versa, but there is increasing empirical evidence that, within the complex bundle of verbal, nonverbal, and contextual factors that determine a speaker's impact on listeners, the speech melody plays an important role in both presentation and negotiation. Speech melody is the combination of pitch level, pitch variability/range, tempo, pausing, and loudness. Employability critically depends on "hitting the right note", not only in the job interview, but also in all presentation, supervision, and teamwork activities that accompany a student's career. In fact, research done with SDU Electrical Engineering students showed that it is possible to predict their grades in a group-work course from their acoustic tone-of-voice profiles alone. Insofar, speech melody can even already determine, whether or not a student graduates well enough to be invited to a certain job interview at all. It is against this background that students of the Mads Clausen Institute/CIE learn to understand, control, and improve their speech melody.

Which generic features of the teaching and learning activity, would you share at TAL2019?

Previous experimental research showed that an effective way of understanding, controlling, and improving one's speech melody is to visualize it on a screen and, thus, make it a tangible object. There are several visualization tools out there that differ in what aspects of the speech melody they visualize and how, and whether the visualization is combined with a direct (e.g., color-coded) assessment. Based on an experimental setup, we have compared the performances of these tools in terms of how they are rated by students (usability test) and how effectively they improve the students' speech melodies during presentation rehearsal (acoustic scores, 0-100). It is the results of this experimental comparison that we would like to share at TAL2019. It turned out that the best performing tool was specifically created for public-speaker training at SDU, using a visualization concept that resulted from a cross-faculty HUM-TEK research project.

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

Independently of the specific tool, students appreciate voice-oriented presentation and negotiation (i.e. leadership) training. In fact, they enjoy it a lot. The Mads Clausen Institute offers this training for 4 years

now, and the improvement of students is always between 30-40% (in a 5 ECTS course) for both males and females. Females even tend to improve more.

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

As the software tools are out there and, partly, freely available, transferring the practice to other teachers, faculties, institutions (also outside academia) is easy. All it probably takes is a train-the-trainer approach, i.e. a seminar that explains teachers how to use the tool, interpret its output and provide effective feedback, before they start using it with their own students.

Poster 2 - Cyclic blend of experiment and simulation for a collective and rational problem-solving approach

Authors

Aarti Tiwari, Postdoc, Technical University of Denmark, Physics

Sebastian Horch, Associate Professor, Technical University of Denmark, Physics

Focus

Active teaching and learning

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

The course 'Rational catalyst design for H₂O₂' aimed to instill critical thinking and reflection on scientific topics using the approach 'learning by doing'. The students played researchers doing both theory and experimental activities around 16 unknown samples. Initially, they learnt fundamentals of catalysis and applied it to identify, measure and calculate the catalytic activity of unknown samples for H₂O₂ decomposition as an example. They learn to elaborate these data in *sample papers* and eventually relate measured catalytic activity with a descriptor to find ways of rationally designing/finding new catalyst. It also facilitated soft skills like group work, project & time management, peer evaluation. The focus was reflection on their analysis by learning from every sample and improvising.

Which generic features of the teaching and learning activity, would you share at TAL2019?

The course design allowed students to have a glimpse of research but in a fail-safe environment. Students in groups passed a cycle of '*perform experiment-theoretical calculation-combined data analysis-graphical representation*' for at least 6 samples. They were to upload their work on a common forum and then pick data from this pool by assessing its credibility and assimilate the entire process in a poster presentation. The fact that students can look up other group's data and way of performing measurements & analysis allowed them to learn and evolve dynamically. Simultaneously, they could use data from the common pool which a) gave them a chance to compare & rationalize data and b) use these for poster presentation even if their measurements failed. This process was facilitated by intermediate lectures, discussions and inviting guest speakers from companies to provide real life significance of their activities at advanced levels.

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

Active participation and many opportunities for constructive-reflective discussions. The liberal aspect of learning and evaluating peers towards a common goal, which was fail-safe but highlighted on experience and personal development. Students developed confidence, as they had to analyze several samples of increasing complexity allowing them to learn how to approach challenging research tasks in a group. Assessment was a summative poster presentation with formative feedbacks along the course being a Pass/Fail course.

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

This course introduced bachelor students to research in a simplified manner where they were looking for an unknown relationship between material and its activity. This could easily have been a more theoretical course with one-way teaching as 120 students were involved and less instruments at hand. Rather we divided students into groups and split activities into 3 parallel labs to determine *composition-activity-theory* of each unknown sample. The lectures were brief, allowed more time for active student activity to experience, and observe the concept of catalysis. This course design made students the active participants and

various activities allowed involvement of students from different backgrounds. This design can be incorporated for different subjects by splitting course in various tasks converging to the core elements with students at the center stage.

Poster 3 - Developing and testing an online tool for blended learning in public health ethics

Authors

Maria Palianopoulou, Research Assistant, University of Southern Denmark, Department of Public Health
Arja R. Aro, Professor, University of Southern Denmark, Department of Public Health

Focus

Active teaching and learning

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

The transition period the world is going through presents many challenges, but also great opportunities to set a good foundation for the new society that is emerging. Today's students will be tomorrow's professionals whose work and decisions will shape the future of humanity. It is therefore an imperative that the education system equips students not only with knowledge, but also with skills and values.

On this basis and to enhance the ethics knowledge and moral skills of the students in SDU's Master of Science in Public Health (MScPH) program, we developed and tested an online tool to be integrated in the program's PH ethics course. This teaching approach aimed as well to urge the students to take ownership of their learning and support them to become independent learners; valuable skills in an ever-changing world.

Which generic features of the teaching and learning activity, would you share at TAL2019?

A brief overview of the four-stage model for blended learning and the e-tivity framework that guided the development of the tool and its contents – e-tivities, self-assessment quizzes, case-based exercises, interactive tools – will be given. The students' feedback on the components of the tool and overall experience will be presented as well. The experience obtained, and lessons learnt from the instructors' perspective will also be shared.

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

According to the findings of the evaluation survey (63% response rate), a significant percentage of the students found that the online tool encouraged learning, helped them to understand better the ethical concepts and theories presented in the course, and urged them to take responsibility of their own learning. Sixty-six percent also acknowledged that the course helped them to develop professionally useful skills. The vast majority of the students evaluated the self-assessment quizzes and case-based exercises as very beneficial for the learning process.

The instructors found that this teaching approach deepened student learning. This group of students exhibited better understanding and application of the ethical concepts and theories discussed in the course as well as improved analytical and critical thinking skills related to ethics in the course's final exam compared to previous years' groups.

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

As ethics training is of great importance and relevance to all fields of higher education, the experience gained, and lessons learnt through the development and implementation of this online tool can be useful for other instructors who face challenges with teaching ethics or want to incorporate ethics in their teaching.

Poster 4 - The Triangle of Group Work – Making group work work!

Author

Gitte Miller Balslev, Associate Professor, University of Southern Denmark, Department for the Study of Culture

Focus

Active teaching and learning; Employability as collaboration with the broader society or external partners; Group work as a part of preparing student collaboration with external partners

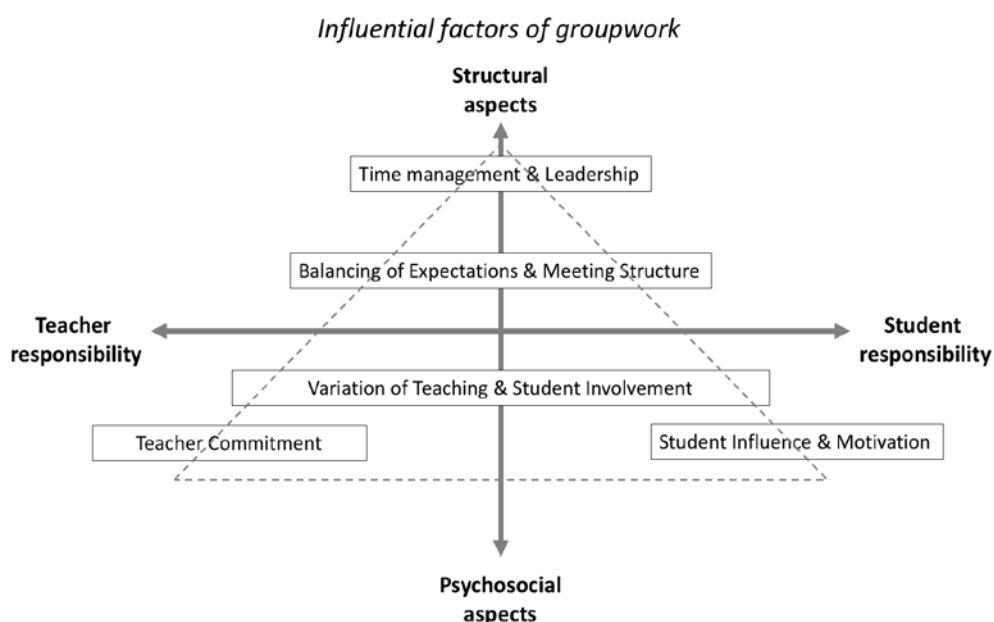
What did you intend the students to learn from this teaching and learning activity?

The intention was to have students experience the practical ups and downs of group work as a necessary part of preparing project collaboration with external partners.

The course I refer to here is “Project management” (third semester bachelor of intercultural pedagogy) where my task as a teacher was to facilitate student engagement in mandatory project groups. Colleges experience that students have a hard time coping with group work in general. Therefore, my pedagogical challenge and goal was to create appropriate conditions for the students to work in their project groups and in this way “simulate” work conditions they may meet in work life after their university degree.

Which generic features of the teaching and learning activity, would you share at TAL2019?

I would like to share the results of a small study on group work I conducted in the fall of 2018. Here the conclusions point to the fact that the initiated collaborative learning activities do not necessarily spur students’ possibilities to succeed with group work – students point to foundational psychosocial factors that initially must be addressed. I would like to share and have response on this generic model of influential factors of group work – “the Triangle of Group work” – that arose as a result of the study:



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

According to the students the impact of the work in groups and the collaborative learning activities center around the raised levels of student motivation, student influence and student involvement through the semester (data for these conclusions was generated through four types of evaluation).

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

I hope the results of my small study can be enlightening for other teachers through dialogue regarding the model with influential factors of group work. It could be interesting to discuss what happens with student responsibility as a student progresses through their university studies. And also, it could be interesting to discuss if the purpose of group work also might be a significant factor, as we know students tend to focus on course assessment.

Workshop 1 – 10:45-12:15 (room O94 – in English)

Using the drawing answer type in a student response system

Authors

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Martin Peter Christiansen, Assistant Professor, University of Southern Denmark, Mærsk Mc-Kinney Møller Institute

Focus

Active teaching and learning

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

One part of effective teaching is to facilitate construction of useful mental models of a subject in the students' minds. When learning a new topic, the mental model that is under construction usually has many builtin defects. To shed light on these defects and help the students to improve the model, it is advantageous to get feedback from the students about how well they have understood specific elements of the subject. This is the central element of the teaching approach Peer Instruction, which was introduced by Eric Mazur. In a lecture based on peer instruction students respond to multiple choice questions. Based on the distribution of the student answers, the topic is either revisited once more (low fraction of correct answers), students discuss their answers with a peer (medium fraction of correct answers) or continue with the next topic (high fraction of correct answers). This was originally implemented through the use of "clickers" but is now available through web browsers and cell phones using student response systems like Poll Everywhere, Socrative and The Answer Pad. We find it difficult to pose suitable multiple choice questions. To help posing suitable questions, we suggest to use a format where students are provided with a template image, that the students then draw their answer upon. This has been implemented in a new web based system. The system allows the teacher to push an image / template to the students, and then follow in real time how the students draw on the image as part of solving the posed question. With this system, the teacher can get a detailed impression of how students in the class works on the posed question.

Which generic features of the teaching and learning activity, would you share at TAL2019?

We would like to demonstrate the system at TAL2019 and discuss our experiences of using the system in our classrooms at TEK. To inspire others to use the system, we will also talk about some of the question types that have been used with the system and thereby support our claim that the system it is applicable to a broad range of studies.

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

Using drawing feedback from students, a teacher can spot certain misunderstandings early and thus adjust the lecture based on the feedback.

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

We hope that the demonstration of our practice can inspire other teachers to think about how they can get feedback from students during a lecture. It is also possible for other teachers to get access to the system and thus use the practice in their own teaching.

Workshop 2 – 11:45 – 12:15 (room 095 – in Danish - same room as the poster session 10:45 – 11:30)

En strategisk indsats for at involvere undervisere i employabilitet i uddannelserne på Det Humanistiske Fakultet, SDU

Authors

Tine Lynfort Jensen, Lektor, Syddansk Universitet, Institut for Sprog og Kommunikation

Caroline Zoffmann Jessen, Syddansk Universitet, Det Humanistiske Fakultetssekretariat

Focus

Employability as educational strategy

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

Formålet med en strategisk indsats for at involvere undervisere i employabilitetsaktiviteter på Det Humanistiske Fakultet på SDU er at udvikle de studerendes muligheder for at kunne aktivere deres faglighed i og udenfor universitetet både som studerende og som dimittender. Vi anvender en bred, forskningsbaseret forståelse af employabilitet, som giver et strategisk og praktisk fundament for underviserne, der åbner op for mange forskellige måder at integrere employabilitet ind i eksisterende undervisning på. Vi opererer med otte aspekter af employabilitet, som underviserne kan lade sig inspirere af, når de planlægger konkrete employabilitetsaktiviteter og undervisning. Indsatsen er frivillig, så vi forsøger at motivere underviserne til at engagere sig i aktiviteterne ved at argumentere for, at employabilitet understøtter de allerede eksisterende fag, og at de studerendes employabilitet øges ved kobling til opbygningen af kernefagligheder og generelle akademiske og personlige kompetencer.

Which generic features of the teaching and learning activity, would you share at TAL2019?

På konferencen præsenteres en bred forståelse af employabilitet skabt sammen med forskere/undervisere, og vi vil vise en online guide, udviklet til underviserne som inspiration til, på hvilke måder, de kan integrere employabilitetsaktiviteter i deres undervisning. Elementerne i online guiden baseres på en bred tilgang til employabilitet og tematiseres via otte aspekter, som man som underviser kan planlægge sine aktiviteter i forhold til.

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

Det er det for tidligt at sige noget om, da første del af processen er at få involveret underviserne i tiltaget. Vi vil beskrive tiltagene for at involvere dem i den strategiske proces og i udviklingen af den konkrete onlineguide, så flere undervisere får lyst til at arbejde med employabilitet. Danske og internationale undersøgelser og forskning viser, at studerende efterspørger aktiviteter omhandlende employabilitet og derfor har indsatsen bestået af at motivere undervisere til at integrere det fokus i deres undervisning.

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

Vores strategiske tilgang og online guiden kan inspirere både den enkelte underviser på andre fakulteter og uddannelsesinstitutioner og være et bud på hvordan man, som organisation, kan arbejde med employabilitet som et indsatsområde.

Workshop 3 – 13:00 – 14:30 (room 094 – in Danish)

How can Value Creation and other approaches to Entrepreneurship Education foster Employability?

Author

Helle M. Færgemann, Special Consultant, Aarhus University, Centre for Teaching Development and Digital Media (CUDIM/TDM)

Focus

Employability within a teaching context; Employability as educational strategy, Employability, education and effects

Several scholars and practitioners have put effort into describing so-called narrow and broad approaches to entrepreneurship education: The narrow ones aiming at teaching and inspiring students to start up their own businesses (venture creation), whereas the broad ones aim at developing enterprising behavior and entrepreneurial mindsets among the students. From research, we already know that these two approaches lead to quite different results, both in the short and long run (Moberg, 2014). Entrepreneurship education with a focus on value creation (Lackeus, 2015) seems to be a promising new approach to entrepreneurship education and possibly also a way to support employability. This workshop aims at exploring how and if different approaches to entrepreneurship education (purpose, didactics and assessment procedures) can foster employability. Workshop outline:

- Presentation of an entrepreneurship education typology and its theoretical foundation (Gartner (1988), Gibb (1993), Sarasvathy (2001 +2011) Blenker (2011, 2012 & 2015), Pittaway (2012), Lackeus (2015), Thrane et al. (2016)) **20 minutes**
- Presentation of 3-5 cases of entrepreneurship education, structured according to Bigg's constructive alignment model **15 minutes**
- Group and plenary discussion of how the different examples of entrepreneurship education can support employability, where the participants firstly discuss the cases and the theme of the workshop in different configurations of groups, where after the workshop concludes with a plenary discussion **60 minutes**

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

The cases have very different expected and actual learning outcomes with respect to entrepreneurial competences and employability.

Which generic features of the teaching and learning activity, would you share at TAL2019?

The focus will be on the impact of different entrepreneurship education "configurations" in relation to entrepreneurial skills, competences, outcomes and employability.

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

Entrepreneurship education of various "configurations" can foster employability in many ways. Examples are:

- The students develop awareness of their own knowledge, skills and competences
- Enterprising and innovative pedagogy can develop so-called 21st century skills
- Value creation as a new competence in high demand
- Motivation and capability for venture creation.

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

The potential synergies between entrepreneurship education and the arising focus on employability are explored and highlighted