

Teaching for Active Learning TAL2021



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Teaching for Active Learning TAL2021

Special focus: Online teaching and learning during, and especially after, the Covid19 lockdown

In November 2021, SDU's Centre for Teaching and Learning (SDUUP) hosted our 9th Teaching for Active Learning conference. The main theme of the conference was active teaching and learning, which is the underlying principle for teaching at SDU. The aims of the annual TAL-conference are to provide opportunities for teachers, developers, and others with a special interest in teaching:

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

This year we directed our attention to ***Online teaching and learning during, and especially after, the Covid19 lockdown.*** What have we learned and what can we develop further after the re-opening?

We focused on the pedagogical, organizational and technical-administrative experiences we have gained from the re-adjusted formats of teaching, and how these experiences have been utilized after the re-opening.

Reports direct attention to the challenges concerning students' motivation, social relations and learning, the teachers' e-learning competencies and the challenges in terms of organizational and pedagogical planning and implementation of teaching.

On the other hand, valuable experiences have been gained, and new online teaching has been developed during the lockdown, e.g. experience with activation of students through the use of e.g. flipped learning and activating e-learning tools. Thereby, experiences gained from the re-adjusted teaching during Covid19 point in the direction of the teaching that will be implemented after the re-opening and towards the university of the future.

On the basis of these experiences, the aim of the conference was to obtain a deeper insight in different forms of activating, online teaching; in activating e-learning tools, and in how to best benefit from the advantages of both face-to-face teaching and online teaching.

We had the pleasure of hosting two keynotes:

- **Marianne Georgsen**, PhD, Associate Professor at UCN, who took the following publication as a starting point: [Erfaringer og oplevelser med online undervisning på 9 videregående uddannelsesinstitutioner i foråret 2020.](#)
- **Willem van Valkenburg**, Executive Director at [TU Delft Extension School for Continuing Education](#) and President of [Open Education Global](#). [TU Delft](#) has more than 3.5 million online students and has just started the project [Digital pro Partnership](#), which is close to the focus of TAL2021.
Willen van Valkenburg participated online – [link to recording of keynote](#).

Read more about the keynotes in SDUUP's [Newsletter on TAL2021](#).

We are delighted to share with you TAL2021's conference proceedings and invite you to read more about a wide variety of ways in which teachers are activating their teaching and student learning as well as incorporating their experiences with online teaching into their courses.

Only a subset of TAL2021 presenters chose to subsequently write a paper on their presentation for this conference publication. In order to get a more complete overview of the richness, diversity, and quality of the TAL conference contributions and presentations, we highly recommend that readers take a look at the [Book of Abstracts \(link\)](#) including:

- Detailed programme
- Short communications and poster abstracts

On behalf of the conference organizers

Rie Troelsen, Christopher Kjær, Nicolas Marinos
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Onlineundervisning – fra nødløsning til udvikling

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Formål

I denne artikel vil vi evaluere erfaringerne med onlineundervisning på uddannelserne i International Virksomhedskommunikation (IVK) på SDU i Odense under coronanedlukningerne samt diskutere og vurdere fremtidsmulighederne i onlineundervisning, idet hvad der startede som en nødløsning også har givet os en del erfaringer, som vi kan bruge i et udviklingsperspektiv til at styrke vores uddannelser og vores undervisning.

Artiklen er skrevet i et samarbejde mellem en studienævnsformand og en studienævnsnæstformand, der samtidig har erfaringer som henholdsvis underviser og studerende under nedlukningerne. Artiklen er baseret på samtlige undervisningsevalueringer fra tre semestre på IVK (forårsssemester 2020, efterårsssemester 2020 og forårsssemester 2021), egne undervisningsforløb i de samme tre semestre samt en pædagogisk dialogdag på studiet 26. august 2021, hvori deltog både undervisere og studerende.

Vi vil først præsentere vores erfaringer med forskellige grader og udgaver af onlineundervisning i de tre semestre. Videre vil vi præsentere fire narrativer i form af en onlinetrist studerende, en onlineglad studerende, en onlinetrist underviser og en onlineglad underviser. Afslutningsvis vil vi diskutere, hvad vi har lært gennem coronatiden i forhold til onlineundervisning, samt hvilke positive erfaringer vi vurderer at kunne tage med videre i forhold til at tilrettelægge fremtidig universitetsundervisning.

Erfaringer fra coronatiden

Vi blev som alle andre taget på sengen, da universiteterne og resten af landet blev lukket ned 11. marts 2020. I første omgang valgte de fleste undervisere hos os at indtale videoer til deres undervisning eller blot tale til PowerPoint slides. Det fungerede ikke godt. Velfungerende undervisning skal på IVK være synkron og involvere aktiv deltagelse af de studerende – også når undervisningen er online. Efter en måneds tid havde vi alle sammen lært Zoom at kende, kunne igen begynde at leve synkron undervisning og fik trods alt reddet semestret nogenlunde.

I efterårssemestret 2020 måtte vi kun lukke et begrænset antal studerende ind i undervisningslokalerne, og mange måtte følge med online. Vi lærte begreber som hybridundervisning og fremmøderul at kende, men det viste sig at fungere meget dårligt med det nuværende teknologiske set up, når undervisere på samme tid skulle undervisere studerende i lokalet og studerende på Zoom. Det er to forskellige målgrupper, og det er vanskeligt at få interaktion til at lykkes med begge grupper. Enten kommer underviseren til at være der for dem i lokalet eller at være der for dem på Zoom.

Vi havde i efterårssemestret 2020 også hold, hvor det blev krævet, at de studerende skulle sidde med mundbind på i undervisningen. ”Mundbindsundervisning” blev hurtigt både af undervisere og studerende dømt som værre end onlineundervisning, fordi man med mundbindene ikke kan afkode væsentlige dele af hinandens nonverbale kommunikation, hvilket man i høj grad gør som underviser, når man fx vurderer, om de studerende har forstået det, man har gennemgået.

Forårssemestret 2021 blev det bedste af nedlukningssemestrene. Her vidste vi på forhånd, at det ikke ville være sandsynligt, at vi ville få fysisk undervisning, og derfor tilrettelagde vi semestrets undervisning, så undervisningen gennem hele semestret kunne fungere online. Vi lærte, at vi kan gennemføre god onlineundervisning, når undervisningen bare er tilrettelagt herefter, for online undervisning stiller andre krav til organiseringen end fysisk undervisning. En af vores erfaringer er, at interaktionen skal styres mere online for at få alle til at deltage. Samtidig lærte vi flere og flere digitale værktøjer at kende, som kan bruges i onlineundervisningen. Det bidrog også til et godt semester, at det var rart for de studerende på forhånd at vide, hvordan semestret ville forløbe. Den usikkerhed, der prægede de foregående semestre, var for mange studerende ikke rar at være i.

Fire narrativer

Holdningerne til onlineundervisningen er meget forskellige hos både studerende og undervisere. Dette vil vi illustrere gennem nedenstående fire narrativer:

En onlinetrist studerende:

Jeg plejer for det meste at sidde på universitetet det meste af dagene at studere – enten i IVK’s eget studierum Akvariet, på biblioteket eller i en af de mange studiezoner, der er på universitetet. Der er altid nogen at kunne spørge eller snakke med. Jeg kommer altid til alle timer, men får meget mere ud af det, når undervisningen er fysisk, og man bedre kan stille spørgsmål og snakke med hinanden. Det har været fedt nok, når vi er i break out rum, men det er bare ikke det samme som at sidde sammen. Jeg har også forsøgt uden for timerne at mødes med nogle af mine studiekammerater online, men det er bare ikke det samme. Jeg har klaret mine eksaminer, som jeg plejer, men det har krævet meget mere af mig. Onlineundervisning har kun været en nødløsning. Det var bare så fedt at komme tilbage til Akvariet og auditorierne. Og om fredagen kan vi igen komme i Nedenunder.

En onlineglad studerende:

Man bliver langt mere effektiv, når man ikke skal bruge så meget tid på transport. Det er også langt mere klimavenligt at undgå transport. Onlineundervisning understøtter bedre SDU’s satsning på FN’s verdensmål. Jeg kan langt bedre følge med i undervisningen online, for man bliver ikke hele tiden forstyrret. Selv om alle forsøger at sidde stille, så er der i et auditorium altid mange forstyrrelser fra alle de mennesker, der propes sammen på et lille areal, og fra alle deres skærme. Der er også flere muligheder for at kunne stille spørgsmål online. Man kan række hånden op på normal vis, men man kan også bare skrive i chatfunktionen, og så kan underviseren svare, når det passer ind. Det er også langt lettere at lave gruppearbejde online. Mange af de fysiske lokaler er slet ikke indrettet til det, men online kan vi gøre, som vi vil. Til onlineeksaminerne - især de mundtlige – er jeg blevet meget mindre nervøs, end jeg plejer, og har også klaret mig bedre.

En onlinetrist underviser:

Der er mange tekniske problemer forbundet med at få det til at fungere online. Der er altid et eller andet, der ikke fungerer. Det er heller ikke alle de studerende, der har de bedste internetforbindelser.

Det er meget sværere at få de studerende til at deltage aktivt online. De er meget stille, og nogle logger af, når jeg sætter dem i break out rooms, fordi de finder det grænseoverskridende at skulle tale med medstuderende, de ikke har haft mulighed for at lære at kende. Jeg har online heller ikke den samme fornemmelse af tvivl hos de studerende og behovet for at uddybe. Det er også svært at give feedback online, fordi man ikke kan se, hvordan den bliver modtaget. Det er mere held end forstand, at vi er kommet levende igennem eksaminerne. Men det var mærkeligt også at skulle snakke med censor online.

En onlineglad underviser:

Fremmødet til undervisningen har været større og har stort set også været 100% i fag, hvor der ikke har været fremmødekrav. Det har været lettere at få flere studerende til at arbejde kontinuerligt med fagene gennem semestret.

Onlineundervisning kræver dog, at man opstiller klare rammer for, hvordan man skal deltage i onlineundervisning, og at manglende overholdelse heraf har konsekvenser. Onlineundervisning kræver generelt en strammere styring af de studerendes aktive bidrag til undervisningen, men jeg har oplevet stor vilje til at holde oplæg og stille spørgsmål online. Det er lettere at få eksterne oplægsholdere ind online end fysisk. Jeg har også med succes gennemført samarbejde med virksomheder online, hvor virksomhederne har holdt oplæg og deltaget i de studerendes præsentationer online.

Den største svaghed ved onlineundervisning er mangel på den spontane kommunikation mellem studerende indbyrdes og mellem studerende og underviser. Men det hjalp meget, da vi lærte alle de digitale redskaber at kende. En større gruppe studerende har lidt socialt, mens en mindre gruppe studerende har været glade for at slippe for "det sociale pres".

Jeg har i mine kurser samt i BA-projekter og specialer generelt oplevet en højere gennemførsel og bedre eksamensgennemsnit ved onlineundervisning og onlinevejledning.

Narrativerne viser, at både studerende og undervisere er forskellige, har meget forskellige præferencer, og at der ikke kan drages nogen entydige konklusioner. Det er dog gået meget bedre, end vi regnede med i marts 2020 og havde turdet håbe på. Der har også været positiv læring i coronatiden, hvad enten det gælder hjemmearbejde eller online undervisning. Der er høstet erfaringer, som vil få betydning for fremtiden.

Fra et studienævnsperspektiv har vi på baggrund af evalueringerne og erfaringerne følgende overordnede indtryk af de studerendes vurdering af onlineundervisningen:

- Ca. 25% af de studerende har i forskellige grader haft det dårligt med ikke at kunne komme på universitetet og har set onlineundervisningen som et nødtvungent onde. Denne gruppe består først og fremmest af de studerende, som normalt opholder sig fysisk på universitetet fra morgen til aften, og som anser interaktionen i undervisningslokalet for vigtig.

- Ca. 25% af de studerende har været rigtig glade for onlineundervisning og stiller allerede krav om online alternativer i fremtiden. Denne gruppe består først og fremmest af pendlerstuderende, studerende, der har en familiesituation, hvor de bedre kan få hverdagen til at hænge sammen ved at følge undervisningen hjemmefra, samt meget introverte studerende og studerende, der normalt finder det voldsomt socialt udfordrende at sidde mange tæt sammen i et auditorium.
- Ca. 50% af de studerende har umiddelbart tilpasset sig de ændrede vilkår og fået det til at fungere så godt som muligt under nedlukningen, men de var glade for at komme tilbage til den fysiske undervisning igen i efterårssemestret 2021.

Vi har oplevet forskellige klart positive udbytter af onlineundervisningen:

- Deltagelsen i undervisningen (også hvor der ikke har været fremmødekrav) har i mange tilfælde været højere end i fysisk undervisning.
- Ud fra gennemførelsес- og eksamensstatistikken kan det generelt ikke ses, at de semesters eksaminer har været gennemført i en undtagelsestid. I nogle fag har de studerende klaret sig væsentligt bedre end de foregående år.
- Nervøsitet og lignende faktorer, der kan påvirke en mundtlig eksamenspræsentation negativt, synes generelt at påvirke mindre, når den mundtlige eksamen gennemføres online.

Coronatiden som en anledning til læring

Vi tør i dag med sikkerhed sige, at undervisningen ikke bliver som før corona, idet onlineundervisning uden tvivl er kommet for at blive i et eller andet omfang.

Onlineundervisningen har medført umiddelbare gevinster i form af større deltagelse i undervisningen, færre aflysninger på grund af sygdom, underviserens konferencedeltagelse, snestorme mv. samt har øget muligheden for varierede undervisningsformer med brug af gæsteundervisere o.l.

Brug af onlinevejledning kan gøre vejledningsforløb i forbindelse med fx BA-projekter og specialer langt mere fleksible i forhold til både varighed og antal, idet det er meget lettere at aftale og gennemføre korte, hurtige møder på de tidspunkter, hvor de studerende har allermest brug for det. Det er også let at dele dokumenter ved onlinevejledning, når den studerende vil vise underviseren, hvad han eller hun har skrevet, eller vejlederen vil forklare noget for den studerende.

Der er også fordele ved at gennemføre mundtlige eksaminer online, idet mange studerende bliver mindre stressende, og mundtlige eksaminer kan i flere tilfælde gøres til en positiv oplevelse for den studerende. Det er dog en vigtig pointe, at enten skal alle eller ingen i en mundtlig eksamen være online. Hvis fx eksaminator sidder sammen med den studerende i et lokale, mens censor er med online, så skabes der let en asymmetri mellem bedømmerne, der kan bidrage til flere og større uenigheder om bedømmelsen. Både studerende, eksaminator og censor skal derfor være med online.

Oveni de nævnte fordele har onlineløsningerne den positive sideeffekt at reducere tidsforbruget på transport og dermed CO₂ udslippet.

Fremtiden

Det er vores vurdering, at SDU med fordel vil kunne satse på at blive digitale frontløbere blandt de danske universiteter, når det handler om onlineundervisning og onlinetilbud.

Onlinetilbud vil bl.a. kunne gøre:

- At SDU bliver mere konkurrencedygtig, da den geografiske placering ikke på samme måde er afgørende for studievalget. Vi hører ofte fra både potentielle ansøgere og nuværende studerende, at SDU har nogle gode uddannelser, men at vi geografisk er placeret i de forkerte byer.
- At studerende på tværs af SDU's campusser problemfrit kan følge samme kursus – samtidig med at det kan tiltrække gæstestuderende.
- At det er lettere at inddrage interessante gæsteundervisere fra ind- og udland.

Allerede i dag vil det være teknisk muligt, at en dansk studerende kan sammensætte sin uddannelse af en række kurser fra forskellige universiteter i hele verden i stedet for at tage uddannelser som de nuværende pakkeløsninger på et enkelt universitet. Når det ikke er sket endnu, skyldes det udelukkende, at de danske politikere endnu ikke har besluttet at anerkende sådanne sammensatte uddannelser som gyldige uddannelser i Danmark samt at SU-finansiere dem. SDU kan lige så godt forberede sig på den konkurrencesituation, der vil opstå, hvis det nævnte scenarie bliver virkelighed i fremtiden. Men allerede i dag vil SDU ved at have gode onlinetilbud kunne tiltrække flere studerende, der ikke i dag søger SDU, fordi de ønsker at bo i København eller Aarhus.

Onlinetilbud skal ikke erstatte den fysiske undervisning, for som erfaringerne fra coronatiden viser, så er der også fortsat mange, som foretrækker hel eller delvis fysisk undervisning. Online har vist sig fagligt fuldt gyldigt, men kan ikke opfylde de sociale behov, som også er vigtige for mange studerende.

Hybridundervisning har generelt vist sig problematisk med den nuværende teknologi, men pædagogisk skal onlineundervisning også tilrettelægges anderledes end fysisk undervisning for at fungere godt. I mange tilfælde vil der ikke kunne skabes økonomi for universitetet i at udbyde et kursus i både en fysisk udgave og en onlineudgave, men der kan også tænkes kombinationsløsninger.

En både fagligt og socialt ansvarlig – og CO2-venlig løsning – kan være en blanding af onlineundervisning og fysiske seminarer. Et 5 ECTS-kursus, der normalt afvikles over 13 uger med 2 timers ugentlig undervisning, vil fx i stedet kunne afvikles som 7 x 2 timers onlineundervisning og 2 x 6 timers fysiske seminarer. Og et 10 ECTS-kursus, der normalt afvikles over 13 uger med 4 timers ugentlig undervisning vil i stedet kunne afvikles som 14 x 2 timers onlineundervisning og 4 x 6 timers fysiske seminarer.

Denne type kombinationsløsninger imødekommer i høj grad de mange pendlerstuderende. Det er hårdt at skulle pendle fra fx København til Odense næsten hver dag, hvilket får nogle til at fravælge SDU, men det bliver pludselig meget mere attraktivt, hvis man kun skal pendle nogle få gange i semestret – og vel og mærke ikke for kun at skulle have 2 timer, men at skulle være der en hel dag. Løsningen tilgodeser også de studerendes sociale behov, fordi man også fortsat har fysisk undervisning. Pædagogisk vil underviseren fx kunne vælge at bruge onlinegangene til det mere forelæsningsprægede og underviserstyrede, mens de fysiske mødegange kan bruges til dialoger, gruppearbejder og andre former for interaktioner om det faglige stof.

Disse tanker om fremtiden viser, at coronatiden blev en anledning til læring, og at vi har høstet nogle erfaringer, der fremadrettet kan bruges positivt til at udvikle vores uddannelser og forhåbentlig gøre uddannelserne endnu mere attraktive for flere studerende.

Theory into Practice into Reflections: Video Experiments

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

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In the fall of 2020, amidst rising Covid19 infection cases, an elective course in the American Studies Program at the University of Southern Denmark, “Radical America,” seemed to energize the students caught in hybrid teaching and social distancing blues. As the fall semester progressed, fewer and fewer students made it to the early Tuesday morning class, either because of restriction measures in public transportation or because of convenience, lethargy, or fear. Activating students in cyberspace—on Zoom or Teams—became a priority as the pandemic roared on, and video production emerged from the pedagogical toolbox as one way to transform passive students into active receivers and producers of knowledge. While students often managed to record themselves or others in response to texts included in the “Radical America” course, they failed to respond to the videos produced by other class participants, which they met with stony silences. A project in the Media Production and Management department at the Danish School of Media and Journalism offers to break this silence by introducing a reflective practice. It provides a much-needed model and a language for reflecting on student videos—or videos in general. In the fall of 2020, students transformed theoretical, expository, and fictional course texts into videos recorded at home or with fellow students, but they could not reflect on what they had done.

Learning Goals

In post-corona courses, the authors of this paper—one from SDU and one from DMJX—hope to improve student activity by having them go from theory to practice. More crucially, however, we want to assist students unaccustomed to critical thinking processes in going from a concrete practice to reflection, so that they may not only enjoy what other students have created but also use their products to develop reflection and communication skills. In short, we have the following learning goals: 1. To help students transform academic readings into a concrete product. 2. To give students the tools to describe, analyze and discuss the products they themselves or their classmates produce. 3. To encourage students to reflect critically on their choices in creating a product and to envision changes or alternatives to the choices made. 4. To bridge the gap between theory/texts and practice.

“Radical America” and Radical Assignments

The 2020 “Radical America” course, where the first video experiments were conducted, dealt with radicals, rebels, reformers, and visionaries that together constitute a messy and possibly undefinable group in the United States. Their texts—speeches, manifestos, essays, and fiction—promote change, whether in relation to war, discrimination, unemployment, immigration, religion, politics, normality, disease, environmental change, or globalization. Rebellion and radicalism tend to come in waves: some decades inspire dissent and revolt; others stifle or denounce it. And while various cultural expressions may be labeled radical, this

course explored American texts that place American dissent, broadly defined, at center stage. Course texts focused on major issues in American society, mostly in the 20th and 21st centuries.

This course on activism and protest inspired evaluation assignments that also broke with academic traditions such as the short essay or the research paper. To combine course content and form, the midterm exam included various experimental options, all based on theoretical texts we had read in the first part of the semester: Students could write a manifesto about a topic they cared about; they could comment on an anti-Trump video by Sharon Stone; they could choose and write about their favorite course radical, or they could opt for a video topic: “Make a short video, about the same length as Sharon Stone’s, in which you advocate a cause/topic you care about.” Some of the most interesting, and disturbing, midterm hand-ins arrived in video form, with students interested in challenging established gender arrangements at the forefront. One video, for example, communicated a student’s gender criticism with their—yes, pronoun choice “their”—courageous activism.

“Doing Myself a Kindness”: A Video Radical

In the video, a young blond student tells us about childhood and female socialization. The mother in this traditional family gets praised for her golden-haired girl who will one day get married and produce beautiful children of her own. But the student in the video resists this future and establishes a different narrative, while combing their long, shining locks: No marriage, no husband, no traditional gender norms that will force them into the binary categories of man and woman. As the student talks about the non-binary people of the world and their need for kindness and acceptance, they replace the brush with a pair of scissors. For the rest of the video, they make a case for tolerance and alternative gender arrangements while cutting off the long, golden hair in front of the camera, one section at a time. At the end of the presentation, the student has a short page cut and tells other class participants about the pronouns “them” and “their” and that their new name is “X.” The video calls for kindness towards those with non-mainstream gender identities and may be accessed at <https://www.youtube.com/watch?v=ZUATsmoh-So>. Titled “Doing Myself a Kindness,” it left the blond speaker’s classmates dumbstruck. While their faces expressed sympathy and admiration, their tongues were tied, and their professor realized their need for a way to analyze—and respond to—video materials overall. Participants in “Radical America” were able to transform theoretical course texts into practice, but then they came to a halt.

Towards a Reflective Practice

At the Danish School of Media and Journalism, a group of faculty members in the Media Production and Management Department were similarly engaged in sparking a dialogue in a social learning community—online or in the classroom. As Preben Olund Kirkegaard stresses in *CEPRA-Striben*, university college education includes an emphasis on both theory and practice. Reflection not only bridges these two components, but it also enables and encourages new, innovative approaches (82). To stimulate this reflection, which Kirkegaard and others (such as Rask and Bindslev 2016) have defined and categorized in more detail, educators at DMJX hope to implement a reflective practice that would also have helped SDU students respond to “Doing Myself a Kindness.” In her DMJX course on “Video Production,” Anna Spon Stecher accordingly decided to use a concrete product as reflective fuel to assist students unaccustomed to critical thinking processes.

Shari Stockero's Reflection Model

To enhance reflection in relation to student products, she chose to employ the five levels of reflection introduced by Shari Stockero in *The Journal of Teacher Education* 16.4 (2008):

Levels of Reflection

Level	Description
Describing	Reports a classroom event with no interpretation
Explaining	Discusses possible causes of classroom events or student thinking
Theorizing	Refers to research, course readings, or other evidence to provide support for analysis
Confronting	Considers alternative explanations for events and/or considers others' points of view; beginning to question fundamental assumptions about teaching
Restructuring	Focuses on how an experience could be redesigned to avoid potential problems or better support student learning; must show evidence of theorizing and confronting (486).

Breaking the Silence with Stockero

If we apply Stockero's reflection model to the "Kindness" video and student responses, the first level would simply entail a **description** of the blond narrator's performance. On the next level, **explaining**, student would discuss why "X" feels troubled by existing gender binaries and why they choose to cut off their hair. In a third move, **theorizing**, students would relate the video narrative to course texts, to academic studies of gender fluidity, or to their own experiences, the so-called "other evidence," thus supporting their analysis of "Doing Myself a Kindness." Stockero's fourth level, **confrontation**, opens a space for disagreement, for other perspectives than those of the video producer, or for challenging their choice of practice: video production, cutting off hair. At the highest level of reflection, **restructuring**, students would reflect on the assumptions behind the video. Grounded in alternative theorizing, they might improve the video form or the student's performance. Such changes would transform the final product and, in the process, bridge the gap between theory and practice with reflection.

Accordingly, a course on TV and Media Production at DMJX will implement an emphasis on Reflection. Students will be asked to produce both a written pitch and a pilot episode of a TV program for P3. Both assignments will, moreover, be pitched to an expert within the TV business, who will provide reality-based feedback. The written pitch and the pilot episode will be defended at an oral group exam, with a length of 10 minutes per student. At this defense, students will be asked to prepare an oral **reflection** on their results and their own contribution in terms of the two upper levels of the Stockero scale:

- Level 1: The **Confronting** level: Confront your solutions, decisions, and results critically.
- Level 2: The **Restructuring** level: Reconstruction of your solutions

To assist students in reaching these upper levels of reflection, they are helped along with questions such as this one, aimed at the **restructuring** level: *What can be examined or carried out in the future in terms of making your idea for a program a reality? What consequence(s) will such new initiatives have for your*

planning and process? It will be exciting to follow the students and find out if they may reach a higher level of reflection following such prompting.

Creative Pedagogy

Across disciplines, students seem motivated to reflect critically and creatively on a product they themselves have invented, designed, and produced. In their own lives, reading co-exists with other form of knowledge production. Visually communicated information includes a pleasure component that may be transferred also to academic contexts. To read a course text is reasonably interesting, but to make a video on the basis of this text demands for students to read thoroughly before they can produce creatively. With video production as part of the academic portfolio, understanding texts leads to something that is fun and gives pleasure. Videos also invite students to leave their comfort zones. But learning must not stop here. Students need to reflect on creative products and return to the analytical skills they have employed in earlier stages. Many students hesitate in terms of how to carry out this critical thinking process, and Stockero's steps show them the way from practice to reflection.

Creativity, art, and pleasure have become increasingly important in academic pedagogy (Cremin and Chappell). In disciplines across the academic spectrum, creative pedagogy teaches students to reflect and to communicate knowledge creatively. The notion of something fun enhances student learning, especially after corona lockdowns. Stockero worked with math learners, but media, journalism and humanities students seem equally motivated to reflect both critically and creatively on materials they themselves have invented and designed. And motivation might be particularly crucial during and after world-wide pandemics, and whatever else the 21st Century has in store for our students, and for their professors.

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Reimagining: Utilizing Fairy Tales and Active Instructional Strategies to Promote Additional Language Acquisition for Plurilanguage Learners

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While instructing preservice teachers (PSTs) in higher education, I have concluded that it is beneficial to provide them with non-traditional instructional applications of familiar materials, with the goal of promoting active learning (AL) at the university level as well as in the PSTs' future classrooms. By encouraging PSTs to utilize globally shared stories (GSS) in their future classrooms, which include literary works such as fairy tales, folk tales, myths, legends, and sagas, teacher trainees can benefit by linking their background knowledge of GSS to the new content area information, linguistic or topical. In this paper, I examine the concept of utilizing GSS to promote the teaching of the Commonly Shared Language (CSL) to children whose home / heritage language (HL) differs from the CSL utilized in the primary through secondary school setting. Applications for use of GSS in the higher education (HE) setting are included in this discussion.

Regarding the learning objectives, two were major and a third was meta. First, I wanted to instruct PSTs to include AL instructional strategies for use of GSS (fairy tales) to promote plurilanguage acquisition among non-native speakers in the language skills of listening, speaking, reading, writing. Additionally, I wanted PSTs to learn that GSS can promote inclusivity among all learners, including those who are acquiring the CSL. At the university level, the aim was to introduce this concept for consideration of utilization across multiple academic disciplines.

To consider the goals of this concept, I completed a critical review of the literature, authored a lesson plan for use with PSTs, and considered anecdotal observations as well as informal verbal feedback from conference delegates. The next section provides the literature review.

2 Critical Review of the Literature

2.1 Cultural Appreciation Leading to Welcoming and Inclusivity

Although the literature is not vast, research has been conducted regarding the use of GSS and has produced results through studies employing AL approaches. To discuss the prospects of including AL approaches at the university level, Eng (2017, p. 44-45) quotes Lambert (2012) in describing the need for AL to begin with connecting subject matter to a learner's background knowledge, thereby producing ownership of the material for HE students. For grade levels preceding university, the literature supports utilizing AL approaches with GSS.

Bauer and Arazi (2011) assert that "addressing the needs of immigrant students means considering linguistic and cultural resources they bring to school" (p. 383). In this case study, the authors note that a

fairy tale was chosen to promote reading among language learners "...because most children across different cultures come to school having heard it in their native language" (p. 383), and will transfer that background knowledge to the reading lesson. Since the story is already familiar to the language learner, the authors note that the language load is more manageable given the reduction of content acquisition (p. 383). Furthermore, Bauer et al (2011) note that textual comprehension improves with the use of GSS through AL approaches, including story retelling (p. 385).

Lwin (2016) explores multiple facets of Asian folk tales, including narrative structure, and divides those factors into culture-specific and transcultural elements (p. 166). The aim of the study was to promote cross-cultural awareness and intercultural competence in the classroom (p. 167) through the incorporation of folk tales. The importance of intentional noticing of cultural differences, be they culture-specific or transglobal, is an element of providing a welcoming, inclusive classroom environment for all learners. In a 2018 study involving adult teachers in the field of English Language Teaching (ELT), Lwin continues this research with the express view of teaching English in Asia, through the use of Asian folk tales. The author notes that this perspective promotes additional language acquisition through the cultural lens of familiar stories (p. 113).

While warning against the dangers of perpetuating reductionist views of a culture through the use of GSS, de Bruijn (2019) conducted a study involving nearly 500 Dutch children ages 5-8 and their teachers (p. 317). The author finds some positive attributes, noting that the use of folk tales "...enables young children to build experience in active intercultural participation at a rudimentary level. Moreover, it creates opportunities to engage with and value children's diverse experiences and knowledge in the classroom..." (p. 318). However, de Bruijn is careful to note existing colonialist constructs and perpetuation of otherness that can accompany the use of folk tales (p. 319) when incorrectly taught. To appropriately make use of GSS, de Bruijn (2019) institutes a classroom calendar "...containing children's literature rooted in folkloric genres that are known and valued within and across different cultures represented in Dutch society..." (p. 322) and includes folk tales and fairy tales. The study finds that children assign meaning to the stories based on their personal experiences, or background knowledge, and are able to view the story's setting (p. 325) or HL (p. 327) as representative of their cultural heritage, thereby increasing the students' sense of intercultural participation (p. 328). The study, with cautions, appears to support the use of GSS in classes that include students who are learning the CSL.

To further illustrate the correct use of GSS in schools, Alexander and Morton (2007) developed a multi-school project to increase sensitivity to other children's feelings through a multicultural and cross-cultural approach to reading. In the study, Alexander et al (2007) find reduced levels of bias among students and more interest in learning about different global cultures (p. 34). As a means through which to welcome and include, bias reduction through recognition of such can be understood as an inclusionary practice.

Supporting the use of social justice teaching that includes bias recognition and reduction, Hawkins (2014) created an extensive bibliography and teaching protocol for adults teaching in the field of early childhood education. In the bibliography, Hawkins includes multiple modern fairy tales utilizing familiar literary devices and characters, while providing agency to previously marginalized characters from older and/or other story renderings. The study finds that very young children benefit from bias recognition, as taught through modern tales. Since GSS are assigned meaning by the reader, then the use of older as well as modern versions can support learners as a welcoming and inclusive strategy.

2.2 Background Knowledge as an Aspect of Shared Stories

Khatib and Aghajanzadeh (2015) note that GSS, in particular fairy tales and folk tales, contain features known to learners from multiple cultures, including "...fairy creatures, magic, conventional settings..., predominantly flat and stereotyped characters, ...and typically the requisite happy ending" (p. 39). Given that learners possess story background knowledge, then use of the narrative format and repetitive language found in the genres can improve reading skills and vocabulary (p. 40). As a consideration for eliciting background knowledge among language learners, the use of the narrative format found in GSS can be crafted as an AL consideration.

An additional study involving narrative also includes expository text and followed 180 adult upper-intermediate level English as a Foreign Language (EFL) learners. Authors Saadatnia, Ketabi, and Tavakoli (2017) note a preference for narrative texts among adult EFL students, attributing this preference at least in part to the sequential nature of the genre and its Tier 1 vocabulary (p. 1089). The predictability of narrative is seen by the authors as resultant of early introduction through fairy tales (p. 1090). Quantitative analysis notes a considerably higher level of ease in inference making in narrative texts, which the authors link to familiarity with the background knowledge required to read the text (p. 1096). Given the predictable nature of GSS, narrative is posited as allowing the adult language learner to utilize background knowledge to lessen linguistic load.

2.3 Vocabulary in Shared Stories

Continuing to investigate narrative and expository text, Snow (2010) focuses on vocabulary challenges incumbent with each genre. Snow notes that narrative text is often linked to fiction and discursive essay, while science or math texts, steeped in academic language, can impact the language learner's word-reading abilities (p. 450). Gardner (2004) furthers notes that narratives often contain vocabulary known to the language learner although expository texts tend not to (p. 7). Accordingly, more difficult words tend to be names of characters, action verbs, and verbal expressions (Gardner, 2004, p. 22), any of which can occur in shared stories. Since adult language learners must have access to academic language as well as unfamiliar language, then an AL strategy of pre-teaching the vocabulary (including character and place names) to the whole class can be an appropriate approach. It's important to recall that while the stories may be the same throughout cultures, character names and settings will differ.

Noting that narratives closely resemble spoken language, Diakidoy, Stylianou, Karefillidou, and Papageorgiou (2005) remark that young learners tend to show a familiar knowledge of the predictable structure of this genre (p. 58). Diakidoy et al (2005) note that when predictable patterns are obscured in expository reading, this can slow the reading pace and processing abilities (p. 69). Including a GSS for adult learners when introducing new content could provide the predictable sequence needed as a pre-teach when dense expository reading follows.

To provide a more robust literature review, additional articles of studies relating to adult language learning could be examined given the current displacement of millions of refugees, many of whom are adults.

3 An Active Teaching & Learning Lesson Plan for Globally Shared Stories

The activity I utilized was creation and teaching of a lesson plan involving one fairy tale, told from the perspectives of two cultures. Utilizing the theoretical framework elucidated by Joseph Campbell (1973), I introduced university PSTs to *The Tale of the Firebird* (Russia) and *The Red Swan* (North America,

Indigenous). The lesson plan included a fillable Venn diagram to illustrate key points. This section describes the activity.

Sample Plan Utilizing Two Fairy Tales to Promote Additional Language (L2) Acquisition for Plurilanguage Learners

- **Lecture**, “bite-sized” (Eng, 2017, p. 18) lecture to discuss learners’ personal journeys and to elicit background knowledge. Introduce Campbell’s “hero/shero/heroine.”
- **Video**, for visual learners and non-native speakers, captioned videos can fill gaps in background knowledge. Additional language (L2) language skills: *listening, reading*.
- **Think-Pair-Share or Shoulder Partners**, student-to-student interactions where students turn to the partner *on their right* and tell each other what they already know as background knowledge about journeys, heroes, sheroes/heroines (inclusivity via Student-to-Student (S2S) interaction). L2 skills: *speaking, listening*.
- **Stand and Speak**, verbally sharing the partner’s background knowledge with the whole class (inclusivity via Student-to-Whole Class (2-WC) interaction). L2 skills: *speaking, listening*.
- **Instructor introduces the two stories**, explaining the story origins and pre-teaching the vocabulary as students repeat and write the words. L2 skills: *listening, speaking, writing (copying), reading*.
- **Shoulder Partners**, students turn to the partner *on their left* to state any background knowledge regarding these fairy tales (inclusivity via S2S interaction). L2 skills: *listening, speaking*.
- **Jigsaw Read Aloud in Small Groups**, in small groups, students read aloud each of the two stories (inclusivity via Student-to-Small Group (S2SG) interaction). L2 skills: *listening, speaking, reading*.
- **Narrative Comparison Worksheets or Venn Diagrams in Small Groups**, after reading aloud, students work in small groups to complete either a narrative comparison worksheet or a Venn Diagram (inclusivity via S2SG interaction). L2 skills: *listening, speaking, reading, writing*.
- **Role Play** was utilized as the formative assessment. To promote inclusivity, plurilanguage learners, adult or child, can share their cultural version of the fairy tale or other GSS. Since this learner is the expert in their own story, then they can read the story aloud or speak it while classmates engage in Role Play to diminish concepts of marginalization associated with “otherness” or “foreignness.”

4 Reflective Description of Experiences

As a critical review of the literature with application of an instructional experience utilizing AL and teaching, the experience lends itself to further study. Most of the literature located is older than I would like, and given that, anecdotally, the PSTs appeared to appreciate the instructional approach, a study is warranted. As an inclusive measure in the classroom, the PSTs expressed interest in utilizing the approach. Regarding use of GSS, PSTs expressed their own like of the stories and a desire to include them as an AL strategy for teaching reading to language learners.

Anecdotally, PSTs noted the following content areas could include use of GSS: history, social studies, culture studies, language arts, geography, social-emotional learning (SEL), and zoology. In Denmark, the government also appears to support the use of GSS in that www.Digitalelæreplaner.dk, digitale læreplaner, notes 80 citations for the use of fairy tales in the content areas. These citations include: Danish personal

and cultural identity, needlework, music, drama, languages (Danish, English, German, sign, French), Danish as an additional language, technology literacy/computer science, literature, visual arts, media, history, Danish language for Danish children living abroad, geography, Christian studies, play, perceptions of history, crafts and design.

Additionally, I posit that HE areas can include shared stories because they provide predictable sequencing and recognizable background knowledge familiar to HE learners. Active learning syncs with GSS in multiple ways that make the approach transferable for adult learners. Some examples include climatology studies in which weather patterns noted in ancient shared stories can be compared with the current climate emergency to note changes, as described in “Sleeping Beauty’s Forest is Dying. It’s Not the Only Climate Crisis Facing Germany’s Next Chancellor” (McKenzie, 2021). In gender studies, HE students can compare and contrast current assigned or assumed gender roles with those described in the GSS, charting changes through creation of timelines. In political or government studies, HE learners can collaborate in planned learning communities to review leadership styles and social hierarchies described in the GSS, contrasting them with current governments around the globe. Since GSS are not limited to European origins, then a collaborative project-based comparative analysis of governmental bodies in varying geopolitical areas could well be linked to GSS originating in those same places. Additionally, created landscapes and their role as historical settings could be seen through the GSS, which amply describe parks, gardens, bowers, forests, and water features. These outdoor settings may include change devices, such as foot bridges or barges, which move characters from one setting (and circumstance) to another. Such outdoor spaces are very much the purview of HE studies in landscape architecture, and would allow students to use AutoCAD (or other software) to first draw the GSS outdoor area and then construct modern legally mandated disability and accessibility features for those landscapes. Adult language learners could benefit from the reduced language load and increased sociocultural linguistic applications when tasked with paired reading of GSS through AL strategies, such as the lesson plan included in this article, that promote productive and receptive language use of the L2 in all four language skill areas.

During the conference, I was fortunate to receive substantial feedback from conference delegates regarding the use of GSS in HE, some of which I share here. In HE writing classes, GSS can be re-written to provide a contemporary version more in keeping with university students’ background knowledge and experiences. In HE gender-study classes, the roles of all genders in GSS can be examined and compared to contemporary understandings through shared readings, and extended further to include other cultures where roles may be different. One professor asked whether I believed that GSS could be included in perhaps a science class, to which I replied that yes, I did think so because the nature of GSS is formulaic, predictable, and typically known to university students, as was examined in Saadatnia et al (2017). In the science environment, indeed in math as well, tasks are completed in a formulaic, predictable, and explicitly-learned manner. Disaggregating the sequence of the GSS can produce a visual flow chart, which can then be contrasted with the formulaic sequencing found in the teaching of the steps required for conducting a lab experiment or solving an equation.

In conclusion, plans are underway for a probable small study at my university, the additional results of which should provide current and additional information for this instructional approach.

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Learner for Life modellen – et kompetencebaseret værktøj til studerende, vejledere og undervisere

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Introduktion og baggrund

I det postmoderne samfund opstår nye metaforer for Universitetet, eksempelvis i form af begrebet The Ecological University, hvor uddannelsesinstitutioner indgår i økosystemer med andre aktører. Idelet er at udvikle fælles løsninger på samfundsmæssige udfordringer og skabe "well-being for people and society" (Wang 2014). Kodeord for læring i The Ecological University er stadig viden som i den oprindelige forestilling om universitetets rolle, men også fælles handling, gensidig forpligtelse og en forventning om, at studerende og dimittender kan bidrage til at gøre verden til et bedre sted ved at aktivere sig selv og deres kompetencer i samspil med andre fagligheder (Barnett 2011).

Udgangspunktet for arbejdet med at udvikle 'Learner for Life' modellen har været at skabe et kompetencebaseret svar på det behov, der opstår med ideen om, at højtuddannede har en central rolle i udviklingen af ikke bare sig selv, men også samfundet. For når verden kalder på handling og løsninger fra vores studerende og dimittender, bliver det vigtigt at give dem mulighed for at øge deres forståelse af, hvad de kan bidrage med. Fra mange års erfaring med at vejlede og undervise studerende ved vi, at de ofte har brug for hjælp til at sætte ord på deres kompetencer og mulige værdi i et kommende arbejdsliv.

Formålet med Learner for Life modellen er derfor at give studier, vejledere og undervisere et værktøj, som kan understøtte studerende i at skabe overblik over forskellige typer af kompetencer, som er vigtige at udvikle, og som er efterspurgte på nutidens og fremtidens arbejdsmarked. Den repræsenterer dermed et bud på brobygning mellem læring i faglige forløb og arbejdet med at øge studerendes og dimittenders employabilitet mere generelt.

'Learner for Life' er en vision for det menneske, vi ser gå ud i verden med rygsækken fuld af forskellige erfaringer og kompetencer, som kan sættes i spil i en foranderlig og kompleks verden, der kræver den højtuddannedes engagerede bidrag.

Artiklens formål er at præsentere modellen og baggrunden for udviklingen af den, samt kort at beskrive hvordan vi som karrierekonsulenter arbejder med den i praksis.

Learner for Life modellen

Navnet 'Learner for Life' signalerer, at man som højtuddannet udvikler kompetencer hele livet, og at kompetencerne bruges i livet.

Kernen af modellen består af fem kompetenceområder:

- Dig som fagspecialist – det faglige fundament i studerendes uddannelser
- Dig som akademiker – de generelle kompetencer, man opbygger som højtuddannet
- Dig som person – de styrker og værdier, man har som menneske
- Dig som professionel – den måde, man agerer på i professionelle sammenhænge
- Dig som samfundsborger – den måde, man skaber værdi og mening i verden



Det er en central pointe, at modellen tager afsæt i studerendes fagspecialisering i midten som fundament i uddannelsesforløbet, men at de fire andre kompetenceområder er med til at sikre, at man kan aktivere sin faglighed, og dermed blive værdiskabende for sig selv, i arbejdslivet og for samfundet.

I versionen af modellen nedenfor har vi formuleret eksempler på kompetenceudsagn for de fire ydre kompetenceområder. Udsagnene tager afsæt i teori om kompetencer, fremtidens arbejdsmarked, tendenser om læring og undersøgelser af arbejdsmarkedets behov, samt en række centrale uddannelsesstrategiske indsatser på SDU, som bliver uddybet senere i artiklen. Den faglige specialisering i midten har ikke kompetenceudsagn, da det vil være individuelt fra uddannelse til uddannelse, hvad den studerende kan med sin særlige faglige profil.

Det er vigtigt at pointere, at udsagnene er eksempler til inspiration, og at alle studerende og dimittender ikke nødvendigvis skal have alle kompetencerne for at øge deres employabilitet.

Learner for Life

Kompetenceprofil



Inspirationskilder til Learner for Life modellen

Fremtidens arbejdsmarked kalder på fremtidens kompetencer:

Tendenserne for det arbejdsmarked, der venter de højtuddannede, bygger på flere elementer. Ud over, at man ser de unge bidrage til de store samfundsmaessige udfordringer – de såkaldte 'grand societal challenges' eller 'wicked problems' – beskrives fremtidens arbejdsmarked som komplekst, omskifteligt og uforudsigeligt. Studerende i dag vil skulle skifte job og arbejdsopgaver mange gange i løbet af sit arbejdsliv, og mange jobs til fremtidens højtuddannede kan vi endnu ikke beskrive, fordi de ganske enkelt ikke eksisterer endnu (McGowan 2017).

Det scenarie kalder på kompetencer hos højtuddannede, som de kan anvende i forskellige kontekster, til forskellige tider og på forskellige måder. Mange peger på kompetencer som 21st century skills¹, hvor eksempelvis kreativitet, håndtering af information, samarbejde, kommunikation og problemløsning vurderes centrale for at kunne mestre arbejdslivet. Flere undersøgelser om danske arbejdsgiveres kompetencebehov bakker op omkring, at disse kompetencer vil blive efterspurgt på fremtidens arbejdsmarked (Ballisager 2020).

På SDU arbejdes der med en række uddannelsesstrategiske indsats, som reflekterer fremtidens kompetencebehov – blandt andet digitalisering, entreprenørskab, internationalisering, fremtidens uddannelser, FN's verdensmål og employabilitet. Strategierne kan opfattes som indsatser, der skal løse hver deres udfordringer på uddannelsesområdet. Der er dog en mulighed for at tænke dem som en helhed, hvor den enkelte strategi understøtter de andre. Det gør det mere konkret for studerende og dimitgender hvad, de skal blive i stand til at håndtere og arbejde med.

Learner for Life er et forsøg på at integrere de forskellige tendenser og indsatser og oversætte dem til kompetencer i en samlet model, som konkretiserer og oversætter behovene.

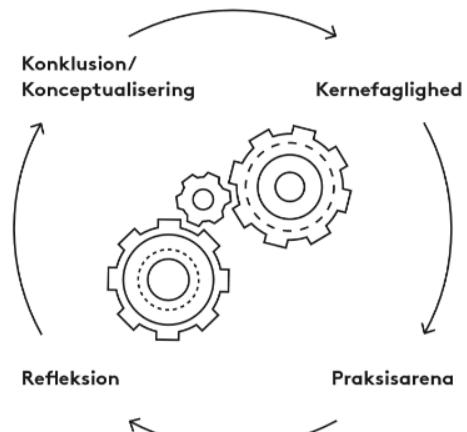
Forståelse af læring, transfer, kompetencer og dannelse i Learner for Life modellen:

Som nævnt ovenfor betyder navnet 'Learner for Life' to ting. Dels er der en indbygget tilgang til kompetencer som livslang læring, og dels henter vi inspiration fra begrebet 'lifewide learning' (Jackson 2011), hvor læring og opbygning af kompetencer ses som noget, der foregår i forskellige kontekster både i uddannelsesrummet og i hverdagen. Learner for Life titlen kobler dermed læring i tid og rum og understreger, at læring sker på mange måder mange steder.

¹ Internationale aktører stiftede i 2002 'Partnership for 21st Century Learning' for at definere 21st century skills

Kompetenceforståelsen kan illustreres via en model for transfer, som vi arbejder med i SDU RIO, og som er inspireret af teori om transfer og læring (Kolb 1984, Lightner et al 2008, Matthiessen 2017):

Transfermodellens fire faser starter med at tage afsæt i betegnelsen 'kernefaglighed'. Det bruger vi til at understrege, at man som studerende altid går ind i læringsforløb med eksisterende kompetencer og med sin faglighed som fundament. Opbygning af nye kompetencer sker ved at den studerende bringer sin faglighed i spil i nye kontekster – i praksisarenaer. Dér får man øje på det særlige, man selv kan i forhold til andre i den praktiske kontekst, fordi man arbejder med en opgave eller samarbejder med nogen om noget. Derefter skal der skabes rum for, at den studerende kan reflektere over sine erfaringer i praksisarenaen: hvad lærte jeg, som jeg kan oversætte til kompetencer? I det sidste step sker den egentlige erkendelse af kompetencernes værdi og den egentlige transfer af læring. Her kan på nye kontekster, som han eller hun kan bruge sine kompetence kompetence netop er en kompetence, fordi man kan bruge sin læring i nye.



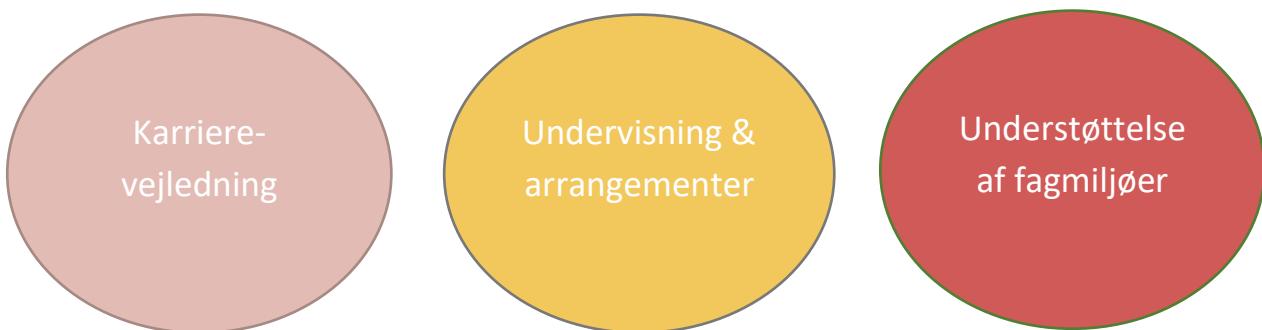
Tankegangen i modellen bygger implicit på nyere dannelsesbegreber, hvor studerende ikke bare udvikler sig som individer i egne læringsprocesser, men interagerer med andre i og udenfor studiet. Jarvis udtrykker det som: '*being-in-world-with-others*' (Jarvis 2006). Her forstår studerendes (ud)dannelse som en udvikling af selvet - en løbende personlig og professionel udvikling med udgangspunkt i samskabende forløb sammen med andre studerende og eksterne samarbejdspartnere – hvor kontinuerlig handling og refleksion bidrager til en selvbevidsthed om egne kompetencer (Jarvis 2006, McGowan & Partridge 2014, Yousef- Hassidim 2016). Med Fellenz' ord, rummer det udvidede dannelsesbegreb:

"...both autonomous self-formation and reflective and responsible action in and in interaction with society."
(Fellenz 2016, s. 273)

Modellens kompetenceområder åbner netop op for, at uddannelser og studerende kan sætte fokus på de vigtige typer af kompetencer, som kan inkludere den personlige og faglige udvikling, men også interaktioner med omverdenen, hvorigennem læring og nye kompetencer opstår. Den tilgang kan kobles til SDU's strategiske valg om, at ansatte, studerende og dimitterende skal bidrage til at gøre verden til et bedre sted gennem arbejdet for og med samfundet.

Modellen i brug – de foreløbige erfaringer

Som karrierekonsulenter i Careers & Employability afdelingen i SDU RIO anvender vi Learner for Life modellen på flere måder:



Som en del af vejledningen af studerende og dimittender sætter vi modellen i spil i samtalene, der fokuserer på kompetenceafklaring, eller som understøttende værktøj om eksempelvis jobsøgning, CV, samarbejde med eksterne organisationer. Her tager vi ofte udgangspunkt i en tom version af modellen², hvor den vejledningssøgende har mulighed for selv at fylde de fem kompetenceområder ud med kompetenceudsagn, der matcher ham eller hende.

Når vi underviser i karriereorienterede fag eller afholder karrierearrangementer med fokus på kompetencer, bruger vi også Learner for Life til at fortælle om fremtidens kompetencebehov og til at give de studerende mulighed for at arbejde med at udfylde deres egen version af modellen. I længerevarende undervisningsforløb sætter vi nogle gange modellen i spil i starten af forløbet for at hjælpe de studerende med at få øje på de kompetencer, de bringer med ind i et læringsrum. I slutningen af forløbet tager de studerende deres Learner for Life profil frem igen og udfylder med kompetencer, de mener de har fået i kraft af læringsforløbet.

Flere steder på SDU har de faglige miljøer vist interesse for modellen, og vi er begyndt at understøtte uddannelser og undervisere i at integrere den i deres forskellige aktiviteter på måder, der matcher deres ønsker og behov. Vi hjælper undervisere med at skabe koblinger mellem deres fag og fagbeskrivelser og Learner for Life kompetencerne, og vi sparrer med studier om hvordan modellens kompetenceområder kommer til udtryk eller kan udvikles på uddannelserne.

De foreløbige erfaringer med at introducere og bruge modellen i de forskellige sammenhænge har vist en umiddelbar og intuitiv forståelse af modellens budskaber og opbygning hos både studerende og fagmiljøer. Det kan være meget forskelligt hvordan den enkelte person eller uddannelse ønsker at arbejde med modellen, og her ser vi en vigtig rolle i at understøtte behovene, der kommer til udtryk og bidrage til, at Learner for Life kommer i spil, så de giver mening og bliver relevant.³

² Se bilag 1

³ Se bilag 2 for en engelsk version af modellen med kompetenceudsagn

Videre perspektiver

Learner for Life modellen er som beskrevet udviklet med afsæt i de såkaldte 21st century skills, undersøgelser om arbejdsmarkedets kompetencebehov, teori om læring, kompetencer og dannelses, samt med et blik for de uddannelsesmæssige indsatsområder, som findes på mange uddannelsesinstitutioner. Dermed er modellen generisk, og vil kunne bruges af andre uddannelsesinstitutioner, undervisere og konsulenter til at arbejde på en mere kompetenceorienteret måde i forhold til at hjælpe unge mennesker med at få øje på, hvordan de kan skabe værdi for sig selv, andre og samfundet.

Vi ser muligheder for at arbejde strategisk med uddannelsesudvikling med afsæt i kompetencer ved eksempelvis at anvende Learner for Life modellen i udvikling af fagbeskrivelser og studieordninger, samt når man bygger uddannelser op med et fokus på at skabe overblik og helhed mellem de enkelte fag. Her kan den kompetencebaserede tilgang hjælpe med at tilrettelægge fag og uddannelser og få deres relevans kommunikeret til både potentielle og eksisterende studerende.

Det er vores ambition, at Learner for Life modellen kan bidrage til at forme fremtidens universitet ved at sætte fokus på de centrale kompetencer, som højtuddannede skal have mulighed for at udvikle i samspil med samfundet under studierne. Vi identificerede et behov for en samlende tilgang, der kan understøtte uddannelsesinstitutioner i at udvikle fremtidens kompetencer hos studerende. Learner for Life kompetencerne er vores bud på, hvordan vi kan skabe mening, retning og værdi for den enkelte, for uddannelsen, for universitetet og for den omverden, der kalder på engagement og viden.

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Implementing Blended Learning in a Non-STEM course – erfaringer og overvejelser

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Seeing understandings and misunderstandings during a lecture

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