

TAL2024

Teaching for Active Learning

7 November 2024

Content

03	Programme
04	Map - conference area and parking
07	Keynote speaker
08	Overview of sessions: Short Communications, posters and workshops
12	Abstracts for parallel sessions 1: Short communications and posters
38	Abstracts for parallel session 2: Short communications and workshop

Programme

09:00	Coffee and rolls - Campustorvet at the main entrance
09:30	Welcome - Auditorium O100
09:40	Keynote Gitte Wichmann-Hansen - Auditorium O100 How to balance guidance and independence in supervision
10:30	Break
11:00	Parallel sessions 1, short communications and posters Short communications - conference rooms O95, O96, O97 Posters - conference room O99
12:15	Sandwich lunch - Udsigten at the main entrance
13:00	Parallel session 2, short communications and workshop Short communications - conference rooms O95, O96, O97 Workshops - conference room O94
14:00	Break
14:15	Gitte Wichmann-Hansen - Auditorium O100 Collective Supervision – why and how?
14:45	Closing remarks - Auditorium O100
15:00	See you again next year

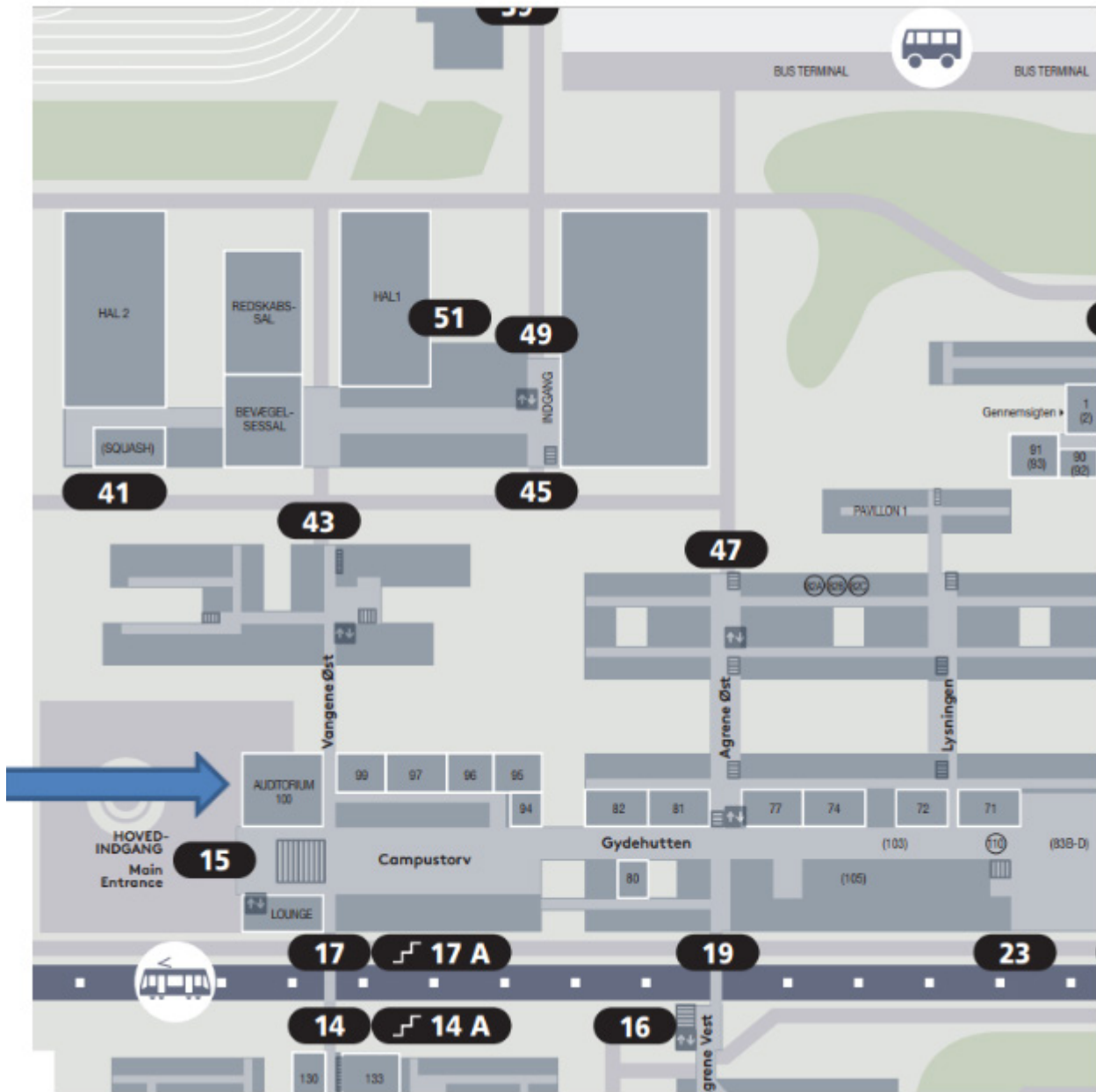
MAP

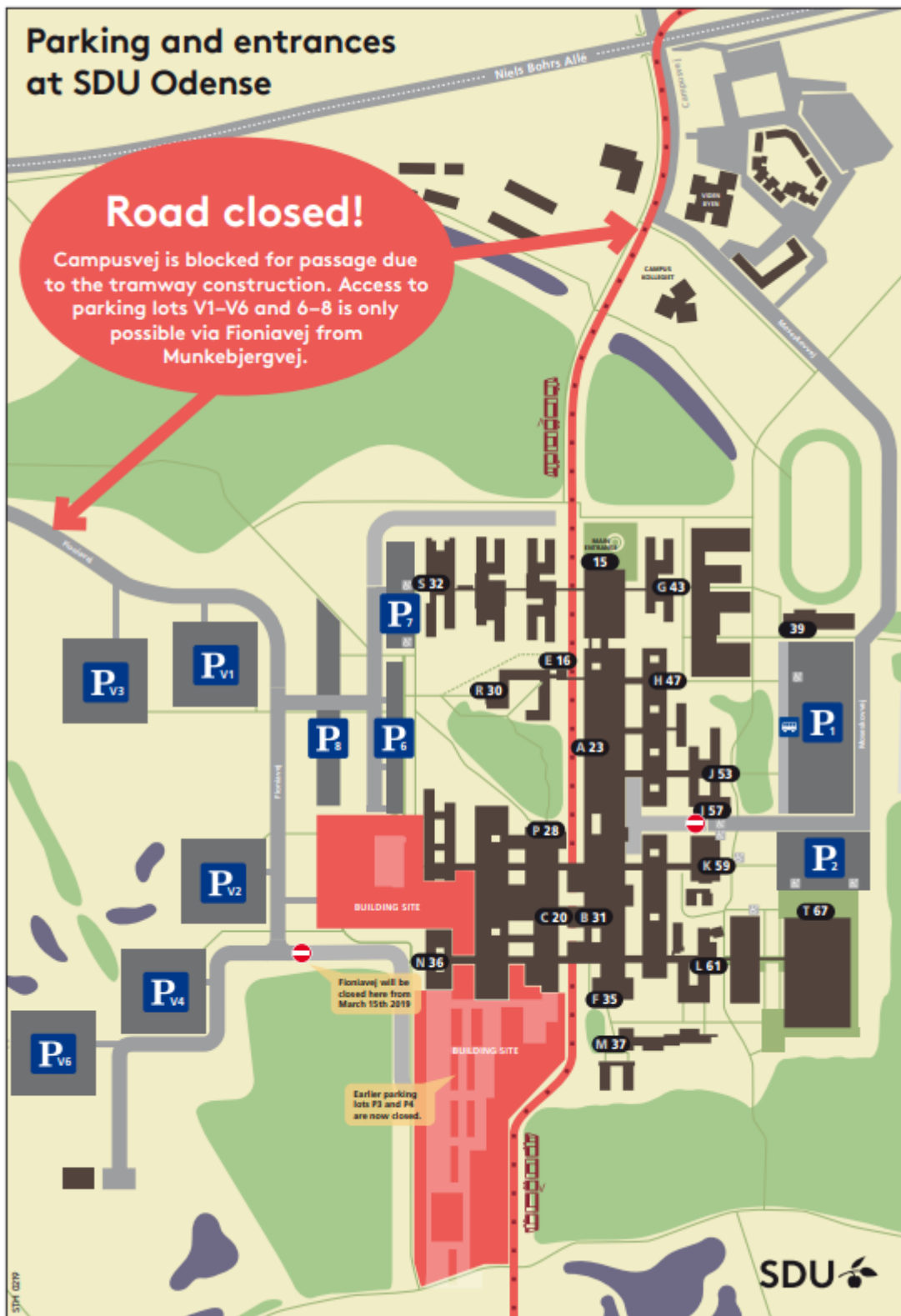
Location and address

Auditorium O100
Syddansk Universitet
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 ...). Then head for Auditorium O100 near the Main entrance (15). Parking at P East, P1, P2 via Moseskovvej can be very difficult, and there are far more available parking spaces at Fioniavej (parking at O).

If you arrive at SDU by light rail, get off at Campus and head for entrance 15, the main entrance. [Tickets for the light rail/tram](#): 'Rejsekortet' is the easiest solution, alternatively use the [Fynbus-app](#), or buy a ticket from one of the local vendors (for instance at Odense Banegård and at the book store Academic Books at SDU, Campus)





Keynote speaker

Gitte Wichmann-Hansen

Senior Researcher at DPU, Aarhus University, and owner of the consultancy Academic Supervision

1. Opening keynote: How to balance guidance and independence in supervision

Balancing guidance and independence in supervision is a key challenge, irrespective of the thesis level, be it at the bachelor's, master's, or PhD level.

On one hand, supervisors are expected to provide enough guidance for students to produce high-quality theses within the expected timeframe.

On the other hand, supervisors should facilitate student independence by allowing them to experience their own research journey – including making mistakes.

In this opening keynote, conference participants will get research-based concrete advice on how to strike a balance between these two seemingly conflicting interests.

2. Closing keynote: Collective Supervision – why and how?

Supporting independence is especially challenging in modern supervision with increased student diversity, well-being issues, and time pressure for students as well as supervisors.

In this closing keynote, Gitte Wichmann-Hansen will address how to overcome some of these challenges by using Collective Supervision as a supplement to traditional individual supervision.

Recent research shows that collective meeting formats have the potential to increase students' progress and learning while making it more enjoyable and less stressful for supervisors.

The talk will include concrete hands-on tools for how to plan and implement collective supervision, including how to organize the supervisory meetings with peer feedback.

Overview of sessions

Morning 11:00 – 12:15 - Short communications

Each presenter will have 10 minutes to share a teaching experience and reflections, followed by 10 minutes of discussion.

Language: English Chair: Rie Troelsen Room: O95	Language: English Chair: Sara Kvist Room: O96	Language: Danish Chair: Torben K. Jensen Room: O97
SC 1-1 Enhancing Communication and Collaboration in Diverse Student Groups Through Adaptive Supervision Techniques <i>Mubashrah Saddiq</i>	SC 2-1* Time Well Spent: Enhancing Student Productivity in Semester Project Work <i>Gaurav Choudhary Tinna Kruse Cita Nørgård</i> *Online	SC 3-1 Vejledning med Kunstig Intelligens <i>Anna Spon Stecher Clara Juncker</i>
SC 1-2 Exploring new learning and teaching opportunities through an EU Alliance <i>Donna Hurford Steffi Klose</i>	SC 2-2 Motivating problem-solving in STEM subjects through gamification in digital escape rooms <i>Janni Alrum Jørgensen</i>	SC 3-2 Vejledning som samskabende læringsmiljø: med afsæt i projektsessions + ph.d.seminar <i>Connie Svabo Maiken Westen Holm Svendsen Katrine Bergkvist Borch</i>
SC 1-3 Supervision in an online, asynchronous format. Learnings from JUST SOCIETY Project <i>Marianne S. Ulriksen Siff Lund Kjærsgaard</i>	SC 2-3 Enhancing Student Learning and Employability through Scaffolded Internship Mentor Feedback in a Project-Oriented Internship Course <i>René E. Hansen</i>	SC 3-3 Inkorporering af generativ AI i vejledning og undervisning i karriereudvikling <i>Fleur Bernburg</i>

Morning 11:00 – 12:15 - Posters

The posters will be in one series with a 5 minute presentation of each poster, followed by 5 minute questions, and finished by a 15 minute discussion of all 6 posters.

Language: English Chair: Søren Sten Hansen Room: O99
Poster 1 – Clinical Supervisors’ Understanding of Good Feedback for Students <i>Anders Hansen</i>
Poster 2 – A case study on supervisor’s experiences with a hybrid approach <i>Fereshteh Baygi</i>
Poster 3 – (How) Can Higher Education Institutions create an effective course for teaching far-future foresight to SME managers? The case of MEGASTRAT <i>Patricia Wolf</i> <i>Szabolcs Dezso Fabian</i> <i>Jonas Toftgaard</i> <i>Rune Baier Lindholm Nielsen</i>
Poster 4 – <i>Supervising Master’s Theses. Can the Use of 8 Practical Tips from the DUT Guide on Supervision Foster Student independence?*</i> <i>Ane Lilleøre Rom</i> *New title in English
Poster 5 – Stilladseret vejledning af præ-ph.d. studerende gennem teams?*
<i>Lisbeth Hybholt</i> * Will be presented in English, although the title is Danish
Poster 6 – Skriv akademiske opgaver <i>Sigrid Allison Rytz</i> <i>Bjarne Lind Christensen</i> *Will be presented in Danish

Afternoon 13:00 – 14:00 - Short communications

Each presenter will have 10 minutes to share a teaching experience and reflections, followed by 10 minutes of discussion.

Language: English Chair: Vibeke Damlund Room: O95	Language: English Chair: Lotte O'Neill Room: O96	Language: Danish Chair: Christian H. Voss Room: O97
<p>SC 4-1</p> <p>Career supervising Early Career Researchers – experiences from a pilot project at SDU</p> <p><i>Tine Lynfort Jensen</i></p>	<p>SC 5-1</p> <p>Supervision of Instructors Implementing “The Building Thinking Classrooms” Approach</p> <p><i>Dorte Moeskær Larsen Henrik Skov Midtiby</i></p>	<p>SC 6-1</p> <p>Situationel dialektisk vejledning I teori og praksis</p> <p><i>Flemming Smedegaard</i></p>
<p>SC 4-2</p> <p>Collaborating on Taking Notes: Takeaways from Two Experiments with Collaborative Notetaking During a First-Semester BA Course</p> <p><i>Mia Høj Mathiasson</i></p>	<p>SC 5-2</p> <p>Teacher Authority in the Classroom: Using Metacognitive Tasks and Cultural Probes for Reflective Self-assessment</p> <p><i>Jannek K. Sommer Elham Kalhor</i></p>	<p>SC 6-2</p> <p>En simpel metode til facilitering af emnevalg og -afgrænsning i starten af vejledningsforløbet</p> <p><i>Vitus Vestergaard</i></p>
<p>SC 4-3</p> <p>Fostering Interdisciplinary Learning in Engineering Education through Problem- and Project-Based Learning, Design Thinking, and the Double Diamond Model</p> <p><i>Su-Hyun Berg Matthias König</i></p>	<p>SC 5-3</p> <p>Contract Grading & Self-Assessment with Rubrics: A tool for dialogue, coaching and feedback</p> <p><i>Bettina Boyle</i></p>	

Afternoon 13:00 – 14:00 - Workshop

Language: Danish
Chair: The presenters
will introduce them-
selves
Room: O94

Workshop 1 - *Transforming Supervision and Teaching with Generative AI*

Jesper Piihl
Marianne Storgaard
Emma Perriton

Parallel sessions 1

Short Communications

SC 1-1: Enhancing Communication and Collaboration in Diverse Student Groups Through Adaptive Supervision Techniques

Authors

- Mubashrah Saddiqa, Assistant Professor, SDU, The Maersk Mc-Kinney Moller Institute, msad@mmmi.sdu.dk

Focus

- How do you integrate peer feedback and supervision?
- When (and why) do you use digital methods in your supervision?
- The best questioning technique to promote independence in the student.
- Your experience with different supervision models (e.g., the teaching model, the apprenticeship model, the partnership model).
- Your experience with the supervisor role (e.g., the academic, the consultant, or parent).
- Your experience with supervisor styles (e.g., coaching, contract-oriented, laissez-faire, goal-oriented).

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?

The primary objectives for students in these supervision activities were to enhance their communication skills, enabling them to articulate ideas clearly and listen effectively. Additionally, fostering teamwork among students from diverse backgrounds and expertise levels was crucial to improve collaboration. Ensuring competence in using project management tools was another key goal.

Through these activities, including interactive supervision meetings where students actively engage in discussions and receive feedback, students were expected to develop essential skills for effective communication, collaboration, and project management, preparing them for academic success and future professional endeavors.

Which general features of the teaching and learning activity will you share at TAL2024?

At TAL2024, I'll share my experience supervising diverse student groups, where I employed various supervision models, including teaching, apprenticeship, and partnership models, tailored to meet the unique needs of each group. Additionally, I'll explore how I adapted my role as an academic, consultant, and mentor in response to students' evolving needs, reflecting on the challenges and rewards inherent in each role.

Furthermore, I'll discuss the integration of specific supervision techniques, such as Peer Review Techniques, where students are encouraged to explain their code, receive peer feedback, and engage in guided discussions. Additionally, I'll delve into the implementation of Structured Supervision Meetings, which involved formal meeting structures with submitted agendas and meeting notes, ensuring each student presents their progress comprehensively. These techniques were instrumental in facilitating effective communication, collaboration, and skill development among students.

According to you and the students, what was the impact of the intervention on student learning/engagement/development of competences?

The intervention had improved the student learning, engagement, and competence development. Students reported improved understanding of course concepts, increased engagement in supervision activities, and enhanced competences such as communication, teamwork, and problem-solving skills. Overall, the intervention positively influenced student academic performance and preparedness for future endeavors.

How could your practice be inspirational/transferable to other teaching contexts?

My teaching practice showcases adaptability, technology integration, a student-centered approach, competency development, and reflective practice. These aspects can serve as guiding principles for educators looking to innovate in their teaching, adapt to different contexts, and enhance student learning and engagement.

SC 1-2: Exploring new learning and teaching opportunities through an EU Alliance

Authors

- Donna Hurford, Senior Educational Developer, SDU Centre for Teaching and Learning, dhu@sdu.dk
- Steffi Klose, EPICUR Project Manager, University of Freiburg, University College Freiburg, stefanie.klose@ucf.uni-freiburg.de

Focus

- Main theme - Active teaching and learning - Examples of active teaching and learning in higher education.

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?

SDU is one of the nine European universities which have formed the EU Alliance called EPICUR. EPICUR's educational aim is to enable all its universities' students to benefit from intercultural, interdisciplinary and international learning experiences which are accessible online or via blended, hybrid or short intensive in-person courses. By completing an EPICUR course or other learning experiences, students can widen their course portfolio, enhance subject specialisations and actively engage in developing their intercultural competences.

Which general features of the teaching and learning activity will you share at TAL2024?

Drawing on examples of EPICUR learning experiences and inter-university collaborations the presentation will introduce delegates to open educational resources available to all interested in developing and teaching intercultural, interdisciplinary and international learning experiences.

According to you and the students, what was the impact of the intervention on student learning/engagement/development of competences?

Students who have completed EPICUR courses share how these learning experiences enhanced their academic and their inter-personal profiles. They recognise the challenge and value of negotiating learning across cultures and/or subject areas. And teachers say how they value opening up their courses to diverse groups of students, and to collaborating with colleagues at other European universities.

How could your practice be inspirational/transferable to other teaching contexts?

EPICUR is one of 60 EU Alliances, all intent on widening students' learning and facilitating teachers' opportunities for new collaborations. This poster offers insights into European collaborations and learning experiences afforded by the EPICUR Alliance and hopes to inspire delegates to explore and invest in new international collaborations.

SC 1-3: Supervision in an online, asynchronous format. Learnings from JUST SOCIETY Project

Authors

- Marianne S. Ulriksen, Associate Professor & project lead, SDU, Department of Political Science and Public Management, mu@sam.sdu.dk
- Siff Lund Kjærgaard, E-coordinator, SDU, Department of Political Science and Public Management, sln@sam.sdu.dk

Focus

- When (and why) do you use digital methods in your supervision?
- Your experience with supervisor styles (e.g., coaching, contract-oriented, laissez-faire, goal-oriented).
- Other: Teaching and supervision in an online, asynchronous format

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?

As the JUST SOCIETY course is primarily an asynchronous online activity with few traditional confrontation hours, the supervision had three purposes. First, to enhance student interaction with the provided learning content both individually and in groups. Second, to retain student engagement and commitment; and third, to provide feedback to students' individual assignments.

Which general features of the teaching and learning activity will you share at TAL2024?

Focus is on how to maximize the gains from various forms of supervision in an almost exclusively online course. We will share our experiences with different versions of (a)synchronous online feedback – from smaller non-graded tasks to the final report, and from individual to group-based feedback. We will also share our experiences of how to manage supervision of students across time zones and with different learning cultures across the world.

According to you and the students, what was the impact of the intervention on student learning/engagement/development of competences?

There are several impacts. We experienced a relatively high learning curve for many students on how to engage with SDU's teaching methods such problem-based learning and group work. The teaching methods, online platform, and our ways of providing supervision also helped the students to develop their competencies, particularly on how to apply theoretical/abstract knowledge to their own contexts, and comparatively.

Furthermore, the students experienced a continuous engagement with the teaching staff, despite the course's almost exclusive online nature and students being placed in countries with different time zones (from India, Georgia, South Africa, and Brazil). Combined, these efforts contribute to the relatively high completion rate, despite the fact that online courses tend to have a high drop-out rate.

How could your practice be inspirational/transferable to other teaching contexts?

Our experiences are extremely transferable to other hybrid or online courses for Danish and/or international students. We have also gained specific experience in developing and managing a course that is truly international and interdisciplinary in ways where students learn to think and work comparatively. The students have particularly enjoyed the interactions across continents. We would like to share our learnings for all who are interested and/or have already embarked on the journey of making an online course!

SC 2-1: Time Well Spent: Enhancing Student Productivity in Semester Project Work

Authors

- Gaurav Choudhary, Assistant Professor, SDU, The Maersk Mc-Kinney Moller Institute, Centre for Industrial Software, gac@mmmi.sdu.dk
- Tinna Kruse, External lecturer, SDU, tinnaolesenkruse@hotmail.com
- Cita Nørgård, Senior educational consultant, SDU Centre for Teaching and Learning, cnorgaard@sdu.dk

Focus

- Your experience with different ways of aligning expectations.
- Your experience with supervisor styles (e.g., coaching, contract-oriented, laissez-faire, goal-oriented).
- Other: Time management problems in semester projects

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?

Understanding Time Management: Students will grasp the critical importance of creating and adhering to realistic timelines in project management.

Application of Agile Methodology and Tools: Students will gain hands-on experience with Agile methodology.

Collaboration Skills: Agile emphasizes on continuous teamwork, collaboration and communication among team members.

Real-World Project Management Skills: By simulating real-world project environment tools, students will learn practical project management skills such as task prioritization, scheduling, and adjusting timelines based on project progress and unforeseen challenges.

Continuous Improvement Mindset and Risk Management: Through iterative cycles, students will understand the value of constant improvement.

Reflective Learning: Through iterative cycles, students will understand the value of constant improvement.

Which general features of the teaching and learning activity will you share at TAL2024?

The generic part of this study is the importance of creating a realistic timeline for steering semester project tasks, including milestones and deadlines professionally. I will share with participants how you as a teacher can support and scaffold students to use and learn agile methodology in project management by using a real world tool like the Jira project management tool. In this presentation, I will dwell on the teacher role and the supervision-methodology I have used to guide students through the process with a professionally used training tool in the semester project.

According to you and the students, what was the impact of the intervention on student learning/engagement/development of competences?

Based on observations and feedback from the students, students will have a solid understanding of how to effectively manage projects using Agile methodology, appreciate the importance of realistic timelines, and develop the skills necessary to avoid common pitfalls such as last-minute rushes.

How could your practice be inspirational/transferable to other teaching contexts?

In the context of the supervision process, the roles of the teacher (supervisor) and student (supervisee) are pivotal in fostering an environment conducive to growth, learning, and development. These roles often include various responsibilities and interactions that can inspire and be transferred to other teaching contexts. The practice of using Agile methodology and tools like Jira to create realistic timelines for semester projects can be inspirational and transferable to other teaching contexts in several ways, such as cross-disciplinary applications, integration of technology, and enhanced student engagement.

SC 2-2: Motivating problem-solving in STEM subjects through gamification in digital escape rooms

Authors

- Janni Alrum Jørgensen, Associate Professor, SDU, TEK/ITI, jalj@iti.sdu.dk

Focus

- Main theme - Active teaching and learning - Examples of active teaching and learning in higher education.

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?

In the course Timber Structures at the BEng in Civil Engineering at SDU it has long been a challenge to get students to do the non-mandatory assignments during the semester instead of postponing them to the exam period or not doing them at all. A conventional assignment in the subject consists of a PDF document with written calculation exercises. These tasks are intended to help students better understand the theory, so it is a good idea for students to complete the assignments shortly after each lecture.

To help the students get the tasks done shortly after the lesson, The Faculty of Engineering at SDU, in collaboration with SDU Digital, has conducted an experiment to transfer a single set of assignments into an digital escape room.

The digital escape room addresses several aspects of student motivation. The gamification element speaks to students' short-term motivation by providing them with the concrete goal of figuring out how to escape the room and win the game. The structure of the escape room allows for differentiated scaffolding, so each individual student can opt for one or more hints as needed on their journey out of the escape room, allowing for students to experience self-efficacy regardless of their level of understanding. Additionally, students are granted the autonomy to decide in which order they want to solve the subtasks.

Beyond increased motivation, the escape room is designed to inspire a growth mindset, where mistakes are fully acceptable and lead to increased learning.

Which general features of the teaching and learning activity will you share at TAL2024?

At TAL2024 I will share why and how I created my escape room as well as how it works.

I will also give an overview of the students' reactions to the escape room and what it did to the students motivation to do the assignment.

According to you and the students, what was the impact of the intervention on student learning/engagement/development of competences?

The students found the escape room fun and many more students in the class engaged with the escape room compared to classes where the conventional assignment was used.

How could your practice be inspirational/transferable to other teaching contexts?

It is certainly possible to transfer the concept to other teaching contexts as long as the content of the room is within the topic of the course in question.

SC 2-3: Enhancing Student Learning and Employability through Scaffolded Internship Mentor Feedback in a Project-Oriented Internship Course

Authors

- René E. Hansen, Teaching Assistant Professor, SDU SUND, Department of Sports Science and Clinical Biomechanics, rehansen@health.sdu.dk

Focus

- Other: Supervision and feedback from internship mentors in project-oriented courses.

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?

The intention of the designed and implemented learning activity was to amplify the learning outcomes for students in a 7-week, full-time, project-oriented internship course. The learning activity was designed specifically with the purpose of scaffolding internship mentor feedback to student interns.

The internship mentor, being an employee and potential future employer in an organization of relevance for potential future student occupation, has a unique position in terms of being able to provide performance feedback to student interns. This feedback can support students' awareness of, attention to, and reflections on application and development of interpersonal skills and competences, thus supporting development of student employability aspects.

Which general features of the teaching and learning activity will you share at TAL2024?

At TAL2024 the following components of the scaffolding framework will be presented:

- The development and integration of the learning activity with the course assessment activities.
- A presentation of the designed scaffold to support expectations alignment between the student and the internship mentor before, during and at the end of the project internship course.
- Considerations for future improvement.

According to you and the students, what was the impact of the intervention on student learning/engagement/development of competences?

After the end of the 7-week project-oriented internship, a questionnaire was distributed and completed by 23 out of 37 students. The students generally report that receiving feedback from their internship mentor through a formal assessment and feedback form and the concluding dialogue has been a positive and valuable learning experience.

From a teacher perspective the impact of the intervention has been very positive. The implemented activity appears to have legitimized and formalized the feedback process for the benefit of both the student and the internship mentor. And most importantly, the feedback from the internship mentor appears to have boosted student self-efficacy and confidence regarding their competences and future occupation opportunities.

How could your practice be inspirational/transferable to other teaching contexts?

The practice implemented in this course should be highly relevant for other project-oriented and internship courses. It might also be relevant for other supervision and feedback contexts, as the design and implementation of the learning activity can inspire others wishing to formalize and streamline feedback processes through implementation of feedback forms.

SC 3-1: Vejledning med Kunstig Intelligens

Authors

- Anna Stecher, Lektor, DJMX, Medieproduktion og Ledelse, ans@dmjx.dk
- Clara Juncker, Lektor emeritus, SDU, Kultur- og Sprogvidenskaber, juncker@sdu.dk

Focus

- Main theme - Active teaching and learning - Examples of active teaching and learning in higher education.

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?

Mange studerende bruger kunstig intelligens (AI) til projekter, BA-opgaver og specialeskrivning, så vejledningssituationen har fået en tredje, usynlig partner, som vejlederen ikke nødvendigvis kender og som ofte betragtes som "snyd." Ved at inddrage AI kan vejlederen lære de studerende at tilpasse fx ChatGBT til deres eget niveau og opgavens fokus, ligesom de studerende kan lære at prompte på en hensigtsmæssig måde.

De kan også få hjælp til struktur på større opgaver som BA-projekter eller specialer, der ofte kan virke afskrækkende på studerende. Inddragelsen af AI giver mulighed for hvad Per Nørgaard Dahl betegner "studenter-afstemt vejledning," hvad enten der er tale om produkt- eller procesvejledning. Med brug af en AI-mentor før et vejledningsmøde kan den stadigt mindre tid afsat til personlig vejledning bruges til en mere avanceret og kritisk dialog mellem vejleder og studerend.

Which general features of the teaching and learning activity will you share at TAL2024?

Vi vil kort introducere begrebet "studenter-afstemt vejledning" og derefter vise, ved hjælp af konkrete eksempler, hvordan vi på hhv. DJMX og SDU har anvendt AI til at afstemme vejledning til individuelle studerende og deres projekter. Vi vil fortrinsvis fokusere på tilpasning af ChatGBT og promptteknikker, og ChatGBT i rollen som AI-mentor.

According to you and the students, what was the impact of the intervention on student learning/engagement/development of competences?

Vores studerende følte sig lettede over, at AI ikke kun er "snyd" og at det er et konkret redskab, man i vejledningssituationen kan benytte sig af og indgå i dialog om og med. Derudover tiltaler brug af AI den nuværende generation af studerende, der er digitalt indfødte og derfor på bølgelængde med digitale teknikker og hjælpemidler. Vi observerede også en bevægelse fra pligt til "sjov."

How could your practice be inspirational/transferable to other teaching contexts?

Vores brug af AI i vejledning er oplagt anvendelig på tværs af disciplinrænser og semesterbestemt undervisning, også fordi den kunstige intelligens muliggør en tilpasning af vejledning til individuelle studerende og deres projekter og opgaver.

SC 3-2: Vejledning som samskabende læringsmiljø: med afsæt i projektsessions + ph.d.seminar

Authors

- Connie Svabo, Professor, SDU, Institut for Matematik og Datalogi, svabo@imada.sdu.dk
- Maiken Westen Holm Svendsen, Ph.d.-studerende, SDU, Institut for Matematik og Datalogi, mwhs@imada.sdu.dk
- Katrine Bergkvist Borch, Ph.d.-studerende, SDU, Institut for Matematik og Datalogi, katb@sdu.dk

Focus

- How do you organize cluster supervision?

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?

Dette abstract sætter fokus på vejledningsseminarer (hvor flere projektskribenter deltager) og udvikler nogle principper for en samskabende tilgang til læringsmiljøer.

Præsentationen tager afsæt i nogle specifikke, tilrettelagte aktiviteter på FNUG – Forskningscenter for Naturvidenskabelig Uddannelse og Formidling, nemlig projektseminarer for specialestuderende, ISA-studerende og bachelorstuderende, samt ph.d.-seminarer for centerets ph.d.-studerende. Disse seminarer er tilrettelagt og afvikles af paperets forfattere.

Formålet med læringsaktiviteterne er at tilrettelægge åbne, (æstetisk) producerende og samskabende læringssituationer (Svabo, 2022)

Which general features of the teaching and learning activity will you share at TAL2024?

På TAL vil vi præsentere de specifikke læringssituationer med henblik på at udfolde mere generelle principper for, hvordan man som vejledningsteam / fagmiljø kan arbejde kollektivt med åbne, producerende og samskabende læringssituationer.

Med afsæt i Sanders og Stappers (2007) terminologi for co-design og med afsæt i æstetiske læringsmiljøer som en kombination af proces og struktur udfolder vi de to typer af vejledningssituationer:

- 1) Studentersessioner for studerende på bachelor og kandidatniveau, hvor der afholdes fælles postersession blandt de studerende og ansatte på FNUG.
- 2) Ph.d.-seminarer for ph.d.-studerende, hvor de ph.d.-studerende er medplanlæggere af æstetiske formater og indhold.

According to you and the students, what was the impact of the intervention on student learning/engagement/development of competences?

De studerende føler at de får et fællesskab om et fagligt indhold, og på post-ersessionen får de både øvelse i mundtlig fremlæggelse af deres projekter samt peer-to-peer feedback. Det faglige indhold af afhandlingerne udfoldes i nye æstetiske formater, hvilket leder til overblik og øget ejerskab over deres projekter. Ph.d.-seminarerne har fokus på de ph.d.-studerendes individuelle projekter og skaber et fælles refleksionslaboratorium hvor vi co-konstruerer viden og finder sammenhænge og støtte i ph.d.-processen.

How could your practice be inspirational/transferable to other teaching contexts?

Grundet den studentercentrerede tilgang, kan studentersessions planlægges og afholdes af en hvilken som helst vejleder på et forskningscenter, da den studerende bliver specialist på sit eget projekt. Fokus for sessionerne er dermed metaorienterede ind i projektarbejde og proces frem for konkret indhold. Ph.d.-seminarerne kan afholdes på tværs af fagfelter og institutter, det vigtige er at de ph.d.-studerende er nogenlunde samme sted i deres proces.

SC 3-3: Inkorporering af generativ AI i vejledning og undervisning i karriereudvikling

Authors

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Focus

- When (and why) do you use digital methods in your supervision?

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?

Formålet med nærværende inddragelse af generativ AI (fx ChatGPT og Co-Pilot) i karrierevejledning og -læring (workshops og undervisning) er at understøtte de studerende i at:

- Se forbindelsen mellem viden, færdigheder og kompetencer fra studiet og arbejdsmarkedet:
 - Oversætte fag til kompetencer samt kompetencer til arbejdsopgaver og arbejdsopgaver til kompetencer
 - Oversætte arbejdsopgaver og kompetencer til værdi
 - Kortlægge muligheder for kompetencetransfer fra ét fagfelt til et andet
 - Kortlægge jobmuligheder og udvide horisonten for karrieredrømme
 - Identificere relevante kompetenceudviklingsmuligheder
- *Bruge GAI kreativt og reflekteret i forbindelse med karrierelæring og jobsøgning*

Det er min erfaring, at inddragelsen af GAI i karriereudviklingsaktiviteter er meningsfuld på flere niveauer. Det effektiviserer og kvalificerer den studendes proces omkring karriere og jobsøgning og understøtter, at den studerende går til karriereovervejelser og jobsøgning på en undersøgende og kreativ måde, hvor den studerende aktivt er med til at formulere og reformulere egne karriere- og jobmål.

Det er her vigtigt at understrege, at min brug af GAI ikke handler om at erstatte kontakten til en underviser eller vejleder med en chatbot, men derimod inddrage GAI som en naturlig del af den måde, vi allerede arbejder med de studerende på i vejledning, workshops og undervisning.

Which general features of the teaching and learning activity will you share at TAL2023?

- Kort gennemgang af karrierevejlednings og -læringssituationer, jeg har anvendt GAI (ChatGPT) sammen med den/de studerende.
- Kort gennemgang af hvorfor og hvordan GAI er værdiskabende i disse situationer.
- Konkrete eksempler på hvordan jeg understøtter hensigtsmæssig og reflekteret brug af værktøjet.

According to you and the students, what was the impact of the intervention on student learning/engagement/development of competences?

Jeg har inkorporeret ChatGPT-øvelser i flere vejledninger, workshops og undervisning. Feedback'en fra de studerende har været god. Den studerende kan effektivisere karriererefleksioner og jobsøgningsproces uden at det går udover kvaliteten (tværtimod).

How could your practice be inspirational/transferable to other teaching contexts?

Andre vejledere kan nemt justere og tilpasse mine eksempler til deres opgaver og kontekst.

Videnskabeligt personale kan bruge mine eksempler til at integrere employabilitetsperspektiver i undervisning og vejledning af studerende. De kan også blive inspireret til at anvende GAI i undervisningen for at perspektivere teorier, metoder og viden.

Posters

Poster 1: Clinical Supervisors' Understanding of Good Feedback for Students

Authors

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Focus

- How do you integrate peer feedback and supervision?

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?

The aim was to understand how clinical supervisors perceive and deliver feedback, identifying key elements that can enhance students' learning and clinical competencies. This involves gaining deeper insights into supervisors' current practices and their views on effective feedback.

Which general features of the teaching and learning activity will you share at TAL2024?

I will share the results of a study on clinical supervisors' understanding of good feedback for students. The findings highlight the key elements that supervisors believe constitute effective feedback and how these insights can be used to design a standardized training program for supervisors.

According to you and the students, what was the impact of the intervention on student learning/engagement/development of competences?

The study revealed that specific, timely, and constructive feedback is crucial for improving students' learning experiences and clinical skills. Supervisors also emphasized the need for a balanced approach that combines positive feedback with constructive criticism.

How could your practice be inspirational/transferable to other teaching contexts?

This practice can inspire the development of standardized feedback and training programs in other health education contexts. By understanding and improving supervisors' feedback practices, we can create better learning environments and enhance students' professional development across various clinical education settings.

Poster 2: A case study on supervisor's experiences with a hybrid supervision approach

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Focus

- Main theme - Active teaching and learning - Examples of active teaching and learning in higher education.

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?

My student had a family obligations and priorities that hinder her complete physical attendance during her 2 months internship. Therefore, by applying hybrid supervision approach, I intended for my student to achieve both theoretical knowledge and practical experience in conducting a literature review- a prerequisite for her future research project. My goal was to benefit from both the flexibility of online resources and the direct interaction of physical supervision by using two different supervision models.

Which general features of the teaching and learning activity will you share at TAL2024?

The use of two supervision models (teaching and partnership), and how successfully they were adopted for a hybrid model.

According to you and the students, what was the impact of the intervention on student learning/engagement/development of competences?

Overall, student engagement was satisfactory. Hybrid approach kept her more motivated and connected to the learning process. Additionally, improvement in student's competence in applying theoretical knowledge to practice was remarkable during physical sessions. I - as a supervisor- had a significant adaptability in navigating both online and physical supervision environment.

The supervision model shifted from teaching-focused online model to a partnership-oriented physical meeting strategy, facilitating the achievement learning and supervision goals. The hybrid approach also enabled the student to manage her family obligations and challenges effectively. Supervisor's post-observation reflection immediately after both online and physical sessions showed:

Supervisor's satisfactory interaction pattern:

- *Online sessions:* Frequent use of direct questions to engage the student, encouraging the student to share screen and explain thought process
- *Physical sessions:* More collaborative approach with back-and-forth discussion

Student's satisfactory response pattern:

- *Online sessions:* Visible motivation, active participation with asking relevant questions
- *Physical sessions:* Improved understanding of theoretical concepts through practical application

How could your practice be inspirational/transferable to other teaching contexts?

In my point of view, the hybrid supervision model offers a flexible framework that can address different learning needs and preferences. Furthermore, the combination of different supervision models provides comprehensive approach that can enhance the learning

Poster 3: (How) Can Higher Education Institutions create an effective course for teaching far-future foresight to SME managers? The case of MEGASTRAT

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Focus

- Main theme - Active teaching and learning - Examples of active teaching and learning in higher education.

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?

The Erasmus+ funded project MEGASTRAT aimed to develop a self-learning on-line course aimed to provide strategic foresight and innovation professionals, particularly those in high-tech SMEs, with the essential knowledge, skills, and competencies to effectively facilitate the development of innovation and long-term opportunity, foresight (LTOF).

Which general features of the teaching and learning activity will you share at TAL2024?

We will focus on how we have built the course to identify and accommodate SME manager's needs through co-creation in a consortium where we paired one Higher Education and one Vocational Education and Training Institution in Denmark, Spain and Germany.

We will also present how the course looks like today (structure, learning content, etc.). The course is built around several key components: theory, inspiration through real-life examples, tools, resources & references, and Train-the-Trainer manual. It is delivered through web-based training, providing a fully online and asynchronous self-learning experience. The learning approach includes both linear successive presentation for foundational knowledge and spiral-sequencing for revisiting material, enhancing retention and deepening understanding.

According to you and the students, what was the impact of the intervention on student learning/engagement/development of competences?

The SME managers like that the course allows learners to progress at their own pace without the need for synchronous interactions. They also mention that they make use of the two distinct learning approaches offered: Some choose to adhere to a prescribed learning trajectory characterized by linearity, while others opt to engage in an exploratory approach to acquire tools, cases, examples, and knowledge of personal interest or utility, following a spiral pattern.

How could your practice be inspirational/transferable to other teaching contexts?

The accommodation of the different learning approaches in the online course is interesting and transferable to other teaching contexts, particularly in Higher Education vocational training courses that might become very important to support life-long learning in the future, and to identify effective formats that Danish universities can offer for this after the master reform.

Poster 4: Supervising Master's Theses. Can the Use of 8 Practical Tips from the DUT Guide on Supervision Foster Student Independence

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Focus

- Your experience with the supervisor role (e.g., the academic, the consultant, or parent).
- Your experience with supervisor styles (e.g., coaching, contract-oriented, laissez-faire, goal-oriented).

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?

Mit mål har været at medvirke til øget selvstændighed hos den specialestuderende gennem anvendelse af en mere struktureret tilgang til vejledning. Jeg har haft et ønske om at se kritisk på min egen rolle som vejleder og den betydning min ageren måtte have for den studerende, særligt mht. selvstændighed.

Problemformuleringens underliggende spørgsmål lyder:

1. Hvordan er man en 'god' vejleder? Her vil jeg tage udgangspunkt i relevant teori om vejlederstrategier – og roller.
2. Kan anvendelse af udvalgte 'tips' fra 'DUT guide on supervision' medvirke til forventningsafstemning samt øge den studerendes selvstændighed under specialeforløbet? Dette vil jeg belyse på baggrund af samtaler med specialestuderende.

Which general features of the teaching and learning activity will you share at TAL2024?

Jeg har taget udgangspunkt i 'DUT guide on supervision' af Gitte Wichmann-Hansen 2021, og har i min vejledning af én specialestuderende i foråret 2024 ladet mig guide af disse 7 (ud af 9) tips fra guiden:

1. Align expectations early and regularly about process and product (use supervisor letter)
2. Balance supervisor control and student independence
3. Monitor progress closely
4. Schedule regular planned supervision meeting
5. Ask questions to foster independence
6. Provide constructive feedback on text drafts
7. Apply online tools to increase flexibility

According to you and the students, what was the impact of the intervention on student learning/engagement/development of competences?

Jeg har gennemført et kvalitativt (semi-struktureret) interview med den specialestuderende. Interviewet transskriberes og analyseres i løbet af september måned.

How could your practice be inspirational/transferable to other teaching contexts?

Jeg tror at nogle af de pædagogiske udfordringer, som jeg oplever i vejledningen af specialestuderende, er generiske uanset fagområde/kontekst. Jeg forventer derfor, at resultaterne/refleksionerne på baggrund af mit projekt vil kunne anvendes af andre specialevejledere på samme niveau.

Poster 5: Stilladseret vejledning af præ-ph.d. studerende gennem teams?

Authors

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Focus

- When (and why) do you use digital methods in your supervision?

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?

Jeg ønskede at eksperimentere med at udvikle og afprøve et virtuelt site (teams), hvor de præ-ph.d.-studerende og vejledere kunne få en fælles platform, der kunne understøtte en stilladsering af både proces og produkt inden for den angivne tidsramme, samt give den studerende og vejlederne en mulighed for at være i tættere kontakt på trods af at de ikke befinder sig på samme matrikel.

Which general features of the teaching and learning activity will you share at TAL2024?

Hvad teamsites bestod af og hvad der virkede/ikke virkede efter hensigten.

According to you and the students, what was the impact of the intervention on student learning/engagement/development of competences?

Team fungerede mest som et godt sted at samle og dele dokumenter og det blev generelt set opfattet som hjælpsomt at der var et sted, hvor der lå materiale. Men det var svært at fastholde teams som det sted, hvor dialog og vejledning foregik, og dermed levede det ikke op til ideen om at skabe tættere kontakt og større gennemsigtighed

How could your practice be inspirational/transferable to other teaching contexts?

Efter ønske fra de præ, ph.d.- studerende og de ph.d. studerende laver jeg en anden form for teamsite, der ikke direkte er rettet mod vejledning, men hvor vejleder og studerende kan finde materiale, da det blev opfattet som meget hjælpsomt og som en inspiration.

Poster 6: Skriv akademiske opgaver

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Focus

- Main theme - Active teaching and learning - Examples of active teaching and learning in higher education.

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?

Målet er, at de studerende på egen hånd kan finde vejledning til håndtering af selvstændige, akademiske opgaver.

Which general features of the teaching and learning activity will you share at TAL2024?

Vi vil præsentere de tre overordnede niveauer i vejledningsuniverset "Skriv akademiske opgaver". De er 1) videoen Det Akademiske Bord, 2) elementer i din opgave og 3) rundt om din opgave. Dernæst vil vi folde niveau 2 lidt ud og vise FAQ-modellen.

According to you and the students, what was the impact of the intervention on student learning/engagement/development of competences?

Ved at dykke ned i vejledningsuniverset bliver det mere tydeligt for de studerende, hvilken rolle de har i en selvstændig, akademisk opgave. I FAQ-delen kan de studerende se spørgsmål og korte svar til de enkelte dele i opgaven.

How could your practice be inspirational/transferable to other teaching contexts?

Universet kan bruges individuelt af studerende, men vil også kunne bruges af den underviser, der skal holde eksempelvis et BA-seminar. Derved kan underviseren også gå fra det generelle perspektiv i universet til et mere fagnært perspektiv.

Parallel sessions 2

Short Communications

SC 4-1: Career supervising Early Career Researchers – experiences from a pilot project at SDU

Authors

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Focus

- Your experience with the supervisor role (e.g., the academic, the consultant, or parent).
- Other: How to supervise and do career guidance to new target groups at the universities

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?

SDU HR and SDU RIO have developed a pilot collaboration project with the purpose of offering Early Career Researchers (ECR's) career guidance as part of their employment at SDU to support them in proactive career planning for a future career in academia or outside of academia.

The intention is to equip the ECR's with a better understanding of the broad labor market, their skills and competences and tools for their further job search.

Which general features of the teaching and learning activity will you share at TAL2024?

- The background for the pilot project, including the pre-research of activities at other Danish universities, literature on the subject and dialogues with internal stakeholders at SDU.
- The activities offered to the ECR's in collaboration with the academic environments at SDU.
- Reflections on the first experiences of the pilot phase
- The further process

According to you and the students, what was the impact of the intervention on student learning/engagement/development of competences?

There seems to be a rather large need both from the system side and for the ECR's to establish career support in the early years of research employment at the university.

Many ECR's do not have a career strategy and are unfamiliar with the broad labor market outside academia even though many get employment there according to statistics. The academic research environment also lacks knowledge about career opportunities beyond the university borders.

Therefore, the pilot project can be seen as an attempt to close the gap between the majority of ECR's continuing their careers elsewhere than at SDU.

Individual career guidance tends to be a preferred activity.

How could your practice be inspirational/transferable to other teaching contexts?

In the coming years, many educational institutions might have a more heterogeneous population of possible target groups for career guidance, e.g. due to strategies for lifelong learning and increasing mobility between education and working life – the ECR guidance experiences at SDU and other Danish universities could contribute on how to support postgraduates and research staff in their career paths in and out of academia.

The potential career guidance offerings to these new target groups call for an expansion of the role and focus of career consultants and other supervisors in the coming years.

SC 4-2: Collaborating on Taking Notes: Takeaways from Two Experiments with Collaborative Note-Taking During a First-Semester BA Course

Authors

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Focus

- Main theme - Active teaching and learning - Examples of active teaching and learning in higher education.

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?

As a teacher of a first-semester course on the BA education in Library Science, IT and Communication at SDU, I wanted the first-year students to learn not only about the course subject matter but also about how to be students and part of an active learning community. Therefore, in my Lecture Training Programme (LTP) project, I wanted to experiment with collaborative, cooperative or group-based learning activities, particularly Collaborative Note-Taking (CNT).

Which general features of the teaching and learning activity will you share at TAL2024?

At TAL2024, I will share my main takeaways from experimenting with CNT. CNT is “a pedagogical technique that asks students to rotate note-taking responsibilities during class meetings in a shared document” (Harbin, 2020: 214). It is a rather radical cooperative learning activity that requires active student participation, openness and a willingness to share. In my LTP project, I experimented with lighter versions of CNT in two separate learning activities. In this presentation, I will describe the activity design, what went wrong and what worked, the students’ attitudes towards these learning activities and what I would do differently next time.

According to you and the students, what was the impact of the intervention on student learning/engagement/development of competences?

The first attempt was characterised by discomfort among students due to uneven preparation levels and random grouping. This led to a lack of collaboration and incomplete notes. In the second attempt, the students enjoyed working in groups more, with equal preparation levels, resulting in higher concentration and more detailed and complete notes.

How could your practice be inspirational/transferable to other teaching contexts?

CNT can have several benefits. It encourages students to view each other as a resource in their learning process (Harbin, 2020). It is suitable for first-year students to familiarise themselves with the academic work culture. For more experienced students, it might lead to increased collaboration and a higher level of understanding (Costley & Fanguy, 2021). For teachers it is helpful as a means of checking in on students' comprehension in a time-saving manner (Harbin, 2020).

References

Costley, J., & Fanguy, M. (2021). Collaborative note-taking affects cognitive load: The interplay of completeness and interaction. *Educational Technology Research and Development*, 69(2), 655–671. <https://doi.org/10.1007/s11423-021-09979-2>

Harbin, M. B. (2020). Collaborative Note-Taking: A Tool for Creating a More Inclusive College Classroom. *College Teaching*, 68(4), 214–220. <https://doi.org/10.1080/87567555.2020.1786664>

SC 4-3: Fostering Interdisciplinary Learning in Engineering Education through Problem- and Project-Based Learning, Design Thinking, and the Double Diamond Model

Authors

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Focus

- Main theme - Active teaching and learning - Examples of active teaching and learning in higher education.

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?

In the Problem- and Project-Based Learning (PBL) component of the Semester Project 3 (SP3) and Technology Management (TM) courses within EIB at SDU, students immerse themselves in campus life, keenly observing daily activities to identify anomalies, prompting collaborative problem-solving and fostering critical thinking and collaboration skills. Design Thinking methods, emphasizing a human-centered approach, are integrated into SP3 and TM, where students navigate empathizing, ideating, prototyping, and testing, aligning with Design Thinking's iterative and creative nature. The Double Diamond Model is woven into SP3 and TM, providing a structured framework for problem-solving. Students' progress through Discover, Define, Develop, and Deliver stages, ensuring a comprehensive exploration of problems and innovative solution development.

Which general features of the teaching and learning activity will you share at TAL2024?

PBL enhances students' critical thinking and collaboration skills by immersing them in real-world projects that mirror industry challenges. This approach provides a practical platform for applying theoretical knowledge. The application of Design Thinking methods is showcased, demonstrating positive impacts on students' creativity and problem-solving abilities. The empathetic and iterative nature of Design Thinking aligns seamlessly with the dynamic phases of engineering projects.

According to you and the students, what was the impact of the intervention on student learning/engagement/development of competences?

Interim and post-evaluation suggest success in integrating the Double Diamond Model, with students exhibiting a structured approach to problem-solving, ensuring a thorough exploration of problems and the development of viable solutions.

Finally, student perspectives reveal a diversity of views. Some emphasize the benefits of hands-on PBL experiences, while others express the value of the creative and human-centered approaches embedded in Design Thinking.

How could your practice be inspirational/transferable to other teaching contexts?

The integration of PBL, Design Thinking, and the Double Diamond Model offers valuable guidance to educators at SDU, providing a foundation for refining curricula and ensuring a holistic and impactful learning experience for engineering students. Importantly, we address the current imperative for engineering education to evolve beyond traditional models, aligning with the dynamic demands of the industry. Considering the evolving landscape of technology and industry, our findings underscore the relevance and timeliness of adopting an integrated approach to engineering education.

SC 5-1: Supervision of Instructors Implementing “The Building Thinking Classrooms” Approach

Authors

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Focus

- How do you organize cluster supervision?
- Your experience with the supervisor role (e.g., the academic, the consultant, or parent).

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?

Help from instructors, in the form of a few selected students a year or more into their education, are vital for teaching courses with many students. The intention with this project is to facilitate and guide university instructors in adopting teaching methods based on Peter Liljedahl’s Building Thinking Classroom theories (2022). This involves not only educating instructors on the core concepts of Liljedahl’s theory, but also providing continuous support throughout the implementation process. By doing so, instructors will be better equipped to apply and refine their own teaching approaches according to this innovative framework.

Which general features of the teaching and learning activity will you share at TAL2024?

This mathematics initiative within the engineering department involves around 420 students attending lectures, divided into 8 groups with eight instructors leading group sessions. The instructors have differing levels of familiarity with Liljedahl’s theories, ranging from those acquainted with it through their own education to those who have no prior experience.

According to you and the students, what was the impact of the intervention on student learning/engagement/development of competences?

The teaching approach significantly diverges from traditional university mathematics instruction. Group sessions precede lectures, requiring students to review videos, readings, or assignments beforehand. These sessions focus on active problem-solving engagement, guided by Peter Liljedahl’s theories, such as utilizing vertical surfaces and forming random groups of three.

In our short communication, we will outline the pre-teaching supervision process for instructors and discuss our strategy for supporting them throughout the course. This approach aims to ensure that instructors feel adequately prepared to implement the approach and grasp its potential benefits.

According to you and the students, what was the impact of the intervention on student learning/engagement/development of competences?

The teaching approach significantly diverges from traditional university mathematics instruction. Group sessions precede lectures, requiring students to review videos, readings, or assignments beforehand. These sessions focus on active problem-solving engagement, guided by Peter Liljedahl's theories, such as utilizing vertical surfaces and forming random groups of three.

During the semester, various data will be collected, including observations derived from preliminary supervision meetings, interviews conducted with instructors both prior to and throughout the duration of the course. Additionally, brief logbooks will be compiled from instructors.

How could your practice be inspirational/transferable to other teaching contexts?

Teaching mathematics to 420 students using non-traditional approaches presents significant challenges, necessitating a rethinking of conventional teaching methods to incorporate more active learning strategies. In this course, the lecturer has implemented entirely new methods that require the instructors to fully understand and engage in close collaboration for successful implementation.

Reference:

Liljedahl, P. (2022). Det tænkende klasserum i matematik: 14 praksisser til bedre læring. Akademisk forlag.

SC 5-2: Teacher Authority in the Classroom: Using Metacognitive Tasks and Cultural Probes for Reflective Self-assessment

Authors

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Focus

- Main theme - Active teaching and learning - Examples of active teaching and learning in higher education.

Teacher authority is a pivotal aspect of higher educational dynamics, essential to managing classroom environments, motivating students, and achieving educational objectives. Effective teacher authority ensures structured learning experiences, fosters respect, and promotes a conducive atmosphere for academic achievement. However, the establishment and perception of teacher authority are influenced by many factors, including the teacher's gender, nationality, age, accent, and physical condition, all of which can have both positive and negative effects. To address this issue, we plan to carry out a series of metacognitive exercises in class (Ghanizadeh, 2017; Di Stefano, Gino, Pisano, & Staats, 2015), coupled with cultural probes (Gaver, Dunne & Pacenti, 1999) in order to stimulate reflective self-assessment inside and outside the classroom.

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?

Our proposed interventionist approach aims to create a more equitable and effective educational environment by increasing solidarity towards teacher's (and other students) individual characteristics by reducing resistance from predetermined biases.

For example, Danish students typically have a good but not perfect command of English (in fact, student's own perception of linguistic mastery can also hinder active participation), making them more critical of non-native English-speaking teachers whose accents differ from the norm. This can affect the teacher's authority, where linguistic precision and clarity are crucial for effective instruction and student comprehension, despite student's own English proficiency not being at a native level (Jenkins, 2014). Our proposed methodology aims to increase solidarity towards teacher's (and other students) individual characteristics by reducing resistance from predetermined biases and increase student participation.

Which general features of the teaching and learning activity will you share at TAL2024?

We will show our planned setup, including descriptions and examples of tasks and cultural probes. The methodology we introduce is designed to address such issues, and we will share details about our planned metacognitive tasks and cultural probes.

According to you and the students, what was the impact of the intervention on student learning/engagement/development of competences?

As we apply our method for the first time in the autumn semester, we will share some initial experiences.

How could your practice be inspirational/transferable to other teaching contexts?

We expect our approach to be generally applicable to other teaching contexts but likely best suited for classes less than 60 students. We will at this point in the semester be able to show some initial examples from a series of workshops.

SC 5-3: Contract Grading & Self-Assessment with Rubrics: A tool for dialogue, coaching and feedback

Authors

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Focus

- What are the advantages of introducing rubrics in supervision situations?
- Your experience with different ways of aligning expectations.
- Your experience with supervisor styles (e.g., coaching, contract-oriented, laissez-faire, goal-oriented).
- Other: My experience with contract grading and self-assessment based on a rubric

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?

Within the context of 2nd year undergraduate business course at a small teaching focused university in Canada, I explored how to approach grading student work differently (if grading at all). The aim was to increase student learning, agency, and motivation; as well as to encourage dialogue around learning and feedback rather than grades.

Which general features of the teaching and learning activity will you share at TAL2024?

My class consisted of 35 students, 19-25 years old with diverse prior educational experiences and cultural backgrounds. In this session, I will share the interventions, which included:

- Student contract submission (as a completed rubric) in the first 2 weeks of classes.
- Mid-way 1:1 student-instructor feedback and learning dialogue.
- Student self-assessment using the contract rubric mid-way and end of term, leading to a self-grade.
- Student feedback surveys.

Based on those interventions, I will discuss student perceptions and my own observations of challenges and the key outcomes. I will also share an example of the contract rubric I used.

According to you and the students, what was the impact of the intervention on student learning/engagement/development of competences?

The process offered motivation, increased clarity, and alignment of expectations for students through setting and tracking goals. The use of a contract rubric guided the mid-way feedback and learning dialogue and enabled a less judgmental and more open conversation about learning progress and personal goals.

Since the feedback and learning dialogue was optional, not all students took advantage of it, however, those who did ended up with a better overall result in the course.

How could your practice be inspirational/transferable to other teaching contexts?

Recently, alternative grading approaches and ungrading have been garnering significant attention in higher education in North America (Arnaud, 2021; Stommel, 2020). The impetus has been the possibility of shifting the focus to learning and feedback rather than grades and avoiding inequities and the detrimental effects of traditional grading on learning and motivation (Chamberlin & Chang, 2018). Through the intervention described above, I noticed that the main benefit and outcome of this alternative approach to grading was not so much about the grade, but much more about the dialogue and opportunity for coaching and feedback enabled by this process.

My intent with this presentation is to inspire continued reflection on how alternative approaches to grading such as contract grading and self-assessment may encourage deeper learning, increased communication and reduced power imbalances between students and instructors, and overall, more productive and meaningful learning dialogues with students in different contexts including higher education in Denmark.

References:

- Arnaud, C. H. (2021). How an alternative grading system is improving student learning. *Undergraduate Education*. Volume 99, Issue 15.
- Chamberlin, K., Yasue, M., & Chiang, I-C. A. (2018). The impact of grades on student motivation. *Active Learning in Higher Education*, 1-6.
- Stommel, J. (2020). How to ungrade. In S. Blum (Eds). *Ungrading: Why Rating Students Undermines Learning (and What to Do About It)* p.25-41. Morgantown: West Virginia Press.

SC 6-1: Situationel dialektisk vejledning I teori og praksis

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Focus

- Your experience with different ways of aligning expectations.
- Your experience with different supervision models (e.g., the teaching model, the apprenticeship model, the partnership model).
- Your experience with the supervisor role (e.g., the academic, the consultant, or parent).
- Your experience with supervisor styles (e.g., coaching, contract-oriented, laissez-faire, goal-oriented).
- Other: Introduktion til Situationel dialektisk vejledning I teori og praksis

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?

Situationel Dialektisk Vejledning handler om, at man som vejleder i alle situationer må foretage et situationelt betinget valg på baggrund af involverede studerende, formål, tidspunkt, sted og øvrig kontekst. At vejlede situationelt vil sige, at man vejleder, handler og kommunikerer i forhold til den aktuelle situation, og ordet dialektisk peger på det forhold, at man altid vælger mellem flere mulige løsninger, og at der i specifikke situationer altid kan træffes andre valg.

Der er ikke det rigtige valg, og alle valg er forbundet med risici. Situationel Dialektisk Vejledning er en ny teori om vejledning, som er under udarbejdelse, og som bl.a. er baseret på en antagelse om, at teori og praksis fordrer hinanden. Teorien er bygget op om en række paradokser, man skal agere i som vejleder, og er teoretisk inspireret af den ledelsestilgang, Situationel Dialektisk Ledelse, som jeg har stået i spidsen for at udvikle i regi af forskningsgruppen TRILO (Team Research i Innovation Ledelse og Organisation), og praktisk baseret på mine næsten 40 års erfaringer som universitetsvejleder på alle niveauer og med mange forskellige typer af studerende.

Which general features of the teaching and learning activity will you share at TAL2024?

Jeg vil kort præsentere baggrunden for Situationel Dialektisk Vejledning og grundantagelserne bag teorien, give eksempler på en række af de paradokser, som teorien er bygget op om, og som man som vejleder skal navigere i. Jeg vil give et eksempel på brug af teorien samt kort præsentere mulige træningsmetoder til at lære Situationel Dialektisk Vejledning.

According to you and the students, what was the impact of the intervention on student learning/engagement/development of competences?

Situationel Dialektisk Vejledning er udviklet gennem mange års vejledningsspraksis og tæt samarbejde med studerende på alle niveauer (BA, kandidat og ph.d.) om at forbedre studerendes udbytte af vejledning.

How could your practice be inspirational/transferable to other teaching contexts?

I Situationel Dialektisk Vejledning er der ingen "rigtige løsninger" eller opskrifter, men man kan gennem træning lære at praktisere Situationel Dialektisk Vejledning og blive en bedre vejleder. Jeg vil i oplægget kort omtale nogle af de træningsmetoder, man kan anvende som vejleder, fx casearbejde, narrativer, arketyper, scenarier og metaforer, og jeg er altid parat til sparring med kolleger om vejledningspraksis.

SC 6-2: En simpel metode til facilitering af emnevalg og -afgrænsning i starten af vejledningsforløbet

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Focus

- The best questioning technique to promote independence in the student.
- Other - please describe in a few words: Metode til at facilitere emneafgrænsning i starten af vejledningsforløbet

What did you intend the students to achieve from this teaching and learning activity/curriculum intervention?

Mange studerende, som kommer til første vejledning, er i tvivl om, hvilket emne de helt præcis vil arbejde med. Dette kan blive en stopklods for det videre vejledningsforløb, og i de grelleste tilfælde ønsker den studerende at ændre emne midt under vejledningsforløbet.

På Medievidenskab er der seminarer og workshops inden både BA- og special-vejledningsforløbet begynder. Til trods for sådanne afklarende forløb, møder vejlederne stadig studerende, som til første vejledning møde er overordnet i tvivl om emnevalget. I nogle tilfælde ønsker de studerende ligefrem, at vejlederen skal udpege et passende emne. I andre tilfælde kommer de studerende med et emne, som er så bredt, at det næsten svarer til uddannelsens navn. Så der er i høj grad behov for metoder til at facilitere de studerendes emnevalg og afgrænsning.

Jeg har gennem 15 år som vejleder på opgaver, praktikforløb, BA-, speciale- og ph.d.-projekter haft gode erfaringer med en simpel metode, som jeg har udviklet. Flere kolleger har også anvendt metoden med succes. Målet er at skære igennem den forvirring, som opstår, når der er mange mulige emner i spil – altså reducere kompleksitet. Det er en visuel metode, som giver den studerende mulighed for på egen hånd at eksperimentere med kombination og ind-snævring af emner.

Målet er, at metoden er enkel nok til at blive forklaret på to minutter og fle og fleksibel nok til at understøtte emnevalg- og afgrænsning i alle typer af opgaver og projekter. Læringsaktiviteten har altså karakter af stilladsering hen imod selvstændig forståelse af afgrænsning, til- og fravalg.

Which general features of the teaching and learning activity will you share at TAL2024?

Jeg vil vise metoden ved hjælp af konkrete eksempler. Derudover vil jeg forklare principperne bag metoden. Slutteligt vil jeg vise, hvordan metoden er et springbræt til konkret problemformulering.

According to you and the students, what was the impact of the intervention on student learning/engagement/development of competences?

Mange studerende er på egen hånd vendt tilbage for at sige, at metoden hjalp dem med at "knække nødden" og komme godt i gang. De studerende fremhæver især metodens visuelle form samt muligheden for at udføre nemme eksperimenter med forskellige kombinationer af faglige emner. Som vejleder finder jeg også metoden nyttig til at konkretisere både den studerendes og mine egne tanker og spørgsmål om emnet under vejledningsmøder

How could your practice be inspirational/transferable to other teaching contexts?

Metoden er fleksibel nok til at blive anvendt i alle situationer, hvor der skal foretages emnevalg og -afgrænsning. Den kan således bruges i vejledning på alle niveauer. Det er også muligt at vise metoden i forbindelse med overordnede kurser i opgaveskrivning. Metoden kræver ikke tilstedeværelse af en vejleder, så studerende kan sagtens anvende metoden på egen hånd i de første faser af alle opgaver, hvor der skal arbejdes med emnevalg og afgrænsning. Man kunne afprøve, om metoden også er egnet til fx afklaring af faglige interesser i forbindelse med employabilitetsaktiviteter.

Workshop

Workshop 1: Transforming Supervision and Teaching with Generative AI

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Focus

- Main theme - Active teaching and learning - Examples of active teaching and learning in higher education.

What Will You Gain from This Workshop?

This workshop will provide you with theoretical and practical insights into how Generative AI (GenAI) can be effectively integrated into supervision and teaching practices. By discussing and extending Laurillard's (2009) Conversational Framework, we will explore how GenAI reshapes traditional educational roles, focused at enhancing student learning.

What You Will Learn

By participating in this workshop, you will:

1. Reflect on how GenAI can support and enhance your teaching and supervision.
2. Discuss the evolving roles of teachers, students, and peers in a GenAI-enhanced environment.
3. Get inspiration for practical strategies for using GenAI to improve student engagement and learning outcomes.

How You Will Be Engaged

You will actively participate through:

1. Discussions based on a real-life case study of GenAI in teaching and supervision.
2. Collaborative brainstorming sessions where we design and develop GenAI applications for our own teaching context.

By the end of this workshop, you will take away:

1. New perspectives of how GenAI can enhance your supervision and teaching by offering new interaction possibilities.
2. Practical tools and strategies to integrate GenAI into your educational practices.
3. Inspiration to rethink and innovate your approach to supervision and teaching by leveraging GenAI's potential.

Why This Workshop Matters to You

The strategies and tools we collaboratively discuss are adaptable to various disciplines and teaching environments, making them applicable to anyone looking to enhance their supervision and teaching through GenAI.

Essential Readings

- Piihl, J., & Storgaard, M. (2024, forthcoming). Reshaping Roles: Experience from Using GenAI as Partner for Divergent Thinking in Business Education. In C. Nygaard, K. Enomoto, & R. Warner (Eds.), *Generative AI in Higher Education*. Libri Publishing.
- Laurillard, D. (2009). The Pedagogical Challenges to Collaborative Technologies. *International Journal of Computer-Supported Collaborative Learning*, 4, 5-20.
- Koyuturk, C., et al. (2023). Developing Effective Educational Chatbots with ChatGPT prompts: Insights from Preliminary Tests in a Case Study on Social Media Literacy. *International Conference on Computers in Education*, 1(1), 150-152.

Further references will be provided during the workshop



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