

- Teaching

Report 1. Development initiatives within the prioritised areas (or any other initiative worth highlighting)

Disciplinary domain: Theology

Faculty: Theology

Department: Theology

Project title/developmental activity: Work-linked education

What did you do? We have been dealing with work-linked education in different ways, but with the same aim, to maintain or increase relations, projects and visions that improve the Faculty of Theology's work-linked education.

- 1) Until the beginning of 2012 The Department of Theology and The Pastoral Institute of the Church of Sweden (Uppsala) cooperated in giving academic courses in pastoral theology for pastor candidates. Even if three out of four courses now are given by The Pastoral institute alone, we have anchored an ongoing cooperation with them, e.g. exchange of lecturers and annual meetings (faculty program director, head of department, director of studies and The Pastoral institute).
- 2) Three of our Masters programs, Euroculture, NOHA and Human Rights, offer internships as a specific work-linked module during the program, a fruitful interaction between the academic world and the professional life.
- 3) Last academic year (2010-2011) we established subject didactics in one of our biggest courses at the faculty, The Study of Religion A (30 hp). All aspiring teachers take this course and are obviously in need of this work-linked moment. However we think that subject didactics is useful to all students in their upcoming profession; a pastor as well as a journalist will need skills in how to communicate religion. This subject didactics appears also at higher levels. On level B we have a specific course in subject didactics of religion for aspiring teachers and all students are welcome to write their bachelor thesis from a didactic perspective within one of the four main fields of study (progression from level A, B to C).
- 4) One of our fields of study is specifically engaged in developing work-linked education (Yrkesrelaterat områdeskollegium). All courses related to the teacher education (we have a continuous cooperation with the Faculty of Educational sciences) are handled by this field of study, and previously, so were also the courses in Pastoral theology (for pastor candidates). We still give one academic course in cooperation with the Pastoral institute, namely "Faith and Life in Church of Sweden" (15 hp). The Department of Theology also offers a specific study route, within our Bachelor's program, for aspiring deacons. This year we have been planning for a new course, hopefully attracting new student groups, namely "Religion, Culture and Identity in Healthcare" (7,5 hp), starting in September 2012. Within this context, during this very semester, we have also establishes a very interesting contact with Uppsala municipality, in order to develop specific work-linked courses in the near future (in particularly Contract Education).

- 5) Finally, we have improved our relations with and responsibilities for a directly work-linked course that the Department of Theology offers in cooperation with The Church of Sweden: “Church Management and Leadership: Access Program for Vicars to-be in Church of Sweden” (Contract Education).

Why did you choose to do what you did? Our vision is that when handling work-linked education in many different ways, focusing different student groups, professions and pedagogical ideas, the importance and relevance of work-linked education will be deeply anchored within the overall work of the Department of Theology.

How did you go about doing your work in concrete terms? *Cf paragraph one.*

What were the main results? The relevance of work-linked education is now well anchored at the Department of Theology. An improved focus on work-linked education and differentiated student groups are two specific examples of how the project has succeeded.

Who and roughly how many people have been involved in the activities work in one way or other? The head of department, the directors of studies, the three programme managers for our Master programs, many lecturers and staff from e.g. the Pastoral institute, students etc (roughly 50 persons)

Strategy for possible further implementation. We are planning to broaden our work-linked education beyond stakeholders as churches/denominations and public education with a specific new focus on education of high relevance for healthcare, journalism and educationalists. We are also planning to establish new forms of cooperation with the Pastoral institute in relation to the newly launched educations for aspiring church workers. In addition we will annually arrange for follow-up occasions for discussion of how to best prioritize within the field of work-linked education at the Department of Theology.

Advice to others wishing to do something similar. Let the work take time, but do not hesitate to start at once (e.g. establishing contacts, mapping of needs and resources etc).

Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar.

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Report 1. Development initiatives within the prioritised areas (or any other initiative worth highlighting)

Disciplinary domain: Humanities and Social Sciences

Faculty: Faculty of Arts

Department: Department of Archaeology and Ancient History

Project title/developmental activity:

Increase of teaching time on undergraduate level across archaeological/early historical disciplines at the Department of Archaeology and Ancient History

1. What did you do?

The Department of Archaeology and Ancient History has worked to increase the quality of the teaching on undergraduate level by introducing additional teaching time shared by students from Archaeology, Classical Archaeology and Ancient History and Egyptology. The result of the efforts will be realized in the fall of 2012 by a 25 percent increase of teaching time on the introductory level. This will hopefully open up for cross-disciplinary questions and cooperation among students and teachers.

Teaching on the introductory level will focus around four commonly identified themes: (i) introduction to the study of early cultures, (ii) religion and society, (iii) material culture and (iv) writing and language. Each module of 7.5 ECTS is introduced by 4-5 lectures across the disciplines. The lectures introduce the theme in question and set the boundaries for teaching within each discipline. The lectures are given almost exclusively by professors and associate professors [docenter].

2. Why did you choose to do what you did?

Vice-rector Margareta Fahlgren in 2010 asked the directors of undergraduate studies within the humanities and social sciences to develop and realize ideas of cross-disciplinary programs, courses and teaching-modules. Additionally, for a number of years the Uppsala student union has also demanded an increase in teaching time within the disciplinary domain.

3. How did you go about doing your work in concrete terms?

Two pedagogical days with all teachers at the department were devoted to define the themes in the shared teaching. A coordination group of teaching was formed consisting of the director of undergraduate studies, one teacher and one doctoral student from each discipline as well as one undergraduate student. They have met four times per year to work on the content of the common lectures. The proposal has been discussed in the teacher-groups in each discipline and been accepted by the board of the department.

4. What were the main results?

The results of the efforts will become apparent in the fall of 2012 when the new teaching is introduced. So far, however, the work has offered time to reflect among teachers and students over the subject-matter of each discipline. It has increased the pedagogical awareness of why and how we teach within the three disciplines.

5. Who and roughly how many people have been involved in the activities work in one way or other?

All employees at the department were invited to the pedagogical days where the work was initiated and the common themes defined. Roughly 25 persons attended. The coordination group, which has met regularly, consists of eight persons. The teacher-groups include about 15 persons. The board of the department consists of nine members.

6. Strategy for possible further implementation.

If the results are satisfactory, the department will introduce partially shared teaching also on the second semester level, especially in the teaching of Geographical Information Systems.

7. Advice to others wishing to do something similar.

It takes a will from representatives from different disciplines to compromise and think in new ways. It is imperative that the students find shared teaching meaningful from their disciplinary horizon, regardless if they are enrolled at Archaeology, Classics or Egyptology. It is by cross-fertilization of insights and knowledge reached from each disciplinary comfort zone true understanding arises.

8. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

Michael Lindblom, Department of Archaeology and Ancient History,
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Non-teacher based learning and tutorials at the Department of Literature

During 2011, the Department of Literature has continued the development of student-led education. This kind of education has since long been a part of the division of Rhetoric, but has now been extended to undergraduate courses in Literature. The idea is to improve student's preparations for seminars. In order to increase student activity during seminars, students are instructed to hold mandatory conferences in small project groups between each seminar. These conferences are structured by tasks assigned by the teacher. Each group has been given assignments which reflect the intended course learning outcomes. The conference must be documented in writing, and the students are also expected to present the results of the conference at the seminar, individually or in group. The overall purpose of this kind of educational support is to increase the learning goal attainment during seminars which are part of the examination of the course.

During 2011, the department also launched tutorials for undergraduate students in Literature. The idea has been to offer students more and less formal discussions of course material than what can be provided during examining seminars. Graduate students (PhD candidates) in Literature have been engaged as tutors, providing sessions for discussion with small groups of students. These discussions have focused primarily on literary texts, but also on theoretical and methodological issues. Tutorials have not been part of the examination of the courses involved. Rather, the idea has been to provide informal forums for discussions, with greater freedom and more time for students to debate and try different perspectives. The tutorials have been a highly appreciated part of the courses, and the department wishes to continue the development of this kind of education. The role and status of the tutor, for instance, should be an object for further pedagogical development.

KRUUT
HVC
M Sultán Sjöqvist
2012-05-13

Hugo Valentin – Centre is a research center which offers some courses at undergraduate level (eight 7.5hp courses and one 15hp course). On the advanced level we have a 2-year Master program in Holocaust and Genocide studies and two 7.5 hp courses. We started our Master program 2011.

What have you done?

- Construct a plan for pedagogical training for all teachers.
- Two meetings for pedagogical discussion each semester.
- Director of studies has written an "Introduction for teachers at Hugo Valentin". This introduction has the following headlines: Some information about Hugo Valentin – Centre; Registration; Teaching; If the student is absent; Course guidance for the student; "Studentportalen" (a website at Uppsala University); Literature; Exams; Assessment and grading; Passing the course; Re-examination; Examiner; Unauthorized collaboration, cheating and plagiarism; Responsibility for courses; Responsibility for Programs; Guest speakers; New courses?; "Språkverkstaden" (a center for students who need help with academic writing); Disability, Discrimination and equality; Study plan and study break; Who do I ask?; Selma and course catalog; Reservation for lecture room.
- Every teacher has to write a "Course guide for students" with the following headlines: Schedule; Literature; Questions to discuss at seminars; Examination, re-examination and grading criteria; Instruction for the essay.
- We have bought a Smart Board, an I Pad, and chairs and tables on wheels, to the Hugo Valentine's lecture room.

Why did you choose to do like this?

We have just started a new international Master program, and the teachers at Hugo Valentin are interested how technological solutions can be used in pedagogical situations.

We have established the function Director of Studies, since 2010. The ambition for the Director of Studies is to have every-day routines, which are equal for all teachers and students. The ambition is also to facilitate the administrative work.

How did you proceed in practice?

We had a common discussion about our needs. We also checked other parts of the University, other Universities, Companies and Authorities. The Director of Studies wrote an Introduction and administrative staff together with a teacher bought a Smart Board, I Pad, and furniture. We have evaluated the outcome.

Results?

We are very happy with our Smart Board, I Pad, and furniture, we think we have gained a lot regarding pedagogical aspects. The teachers and the administrative staff are happy with the guidelines for teachers.

Who and how many have in one and another way been affected by the KRUUT project?
Hugo Valentin is a very small center, but I think all teachers, the Head of the Department and administrative staff have been involved.

Strategy for further implementation?
We are interested in technology and we plan to buy new computer software.

Advice and tips?
Good administration skills do everyday work easy!
Technology makes teaching better.

Contact person
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Disciplinary Domain of Humanities and Social Sciences

Faculty of Arts

Art History with Textile Studies

The Art History Department has attended to following seminars:

- Research related teaching
- Can we guarantee the quality of our exams?
- Topical Issues in Higher Education

We had the goal to participate at all seminars but we could not unfortunately due to other commitments such as lectures etc.

How KrUUts seminars have influenced the pedagogical activities at the Dep. of Art History

Concerning research in education/teaching

The Department of Art History has for years been working to implement research already on undergraduate B level by organizing lectures and seminars with current ongoing research that may be associated with that time segment as the basic course in Swedish and Scandinavian History of Art art treats. Furthermore, the students read current doctoral dissertations as an introduction to their B-level paper.

Fall semester 2011 and spring semester 2012, the undergraduate A-students have had the opportunity to attend to lectures by internationally renowned scholars invited by the Department on the theme of *Caravaggio - reflections and depth*. The project (led by Thomas Hård of Segerstad, Maj-Britt Andersson and others) has invited guest speakers from Italy and elsewhere. They also organized a study trip to Rome to on-site study Caravaggio's work in churches and museums.

At the higher levels (Master Degree Programmes) the department is actively involved in three interdisciplinary nodes:

Mind and Nature (on the relationship between humans and nature - in collaboration with the Dep of History and Dep. of Archeology),

Early Modern History (in collaboration with the Dep. of History and Musicology), and

The Good City - Urbanism and Social Change (in collaboration with the Dep. of Archeology, Ancient History – Classical Studies, Ethnology, and Cultural Anthropology

Furthermore, the Department of Art History has mainly worked with the pedagogical programs educational objective of *employability*.

In 2009 the Department of Art History started the Candidate Programme in Cultural Entrepreneurship. The students choose their major subject (90 hp with BA essay) in Archeology, Classical Studies, Ethnology, Gender studies, Art history or Textile studies. In addition they choose another minor subject of their own choice. Then they build on the training courses with different tool courses such as entrepreneurship, project planning and communication as well as clinical training in the creative sector (Internship for Candidate Cultural Programme in Entrepreneurship).

To improve on this Bachelor's program, the department has hired PhD Anna Micro Wikstrand (by co-financing of the Swedish Agency for Economical and Regional Growth - Tillväxtverket). Anna Micro Wikstrand is also an artist and runs her own company. She works to improve and restructure the program in order to make the graduates more attractive to the labor market as well as providing them with more basic skills in entrepreneurship, marketing, copyright and business administration with emphasis on the cultural sector.

To meet the need of skilled man power from auction houses and art trade, the department has strengthened the teaching of art craftsmanship and design at the undergraduate level. The investment has taken place during the spring semester 2012 through the employment of PhD Denise Hagströmer. She has lectured and tutored students with thesis topics related to art craftsmanship and design. This investment in enhanced education will benefit all students, not just program students.

Furthermore, the department has always various ongoing collaborations with the National Museum in Stockholm - these collaborations could eventually lead to employments in the future. This semester, spring semester 2012, BA students had the opportunity to write their bachelor thesis related to the new exhibition *Modern life*, which was built up to expose the museum's collection of French art from the 19th century.

Carina Jacobsson (Associate Professor and Director of Studies first circle)

The KrUUt/CrED Follow-up 2012

Report 1. Development initiatives within the prioritised areas (or any other initiative worth highlighting)

Disciplinary domain: Cultural Anthropology and Ethnology

Faculty: Faculty of Arts

Department: Cultural Anthropology & Ethnology

Project title/developmental activity:

Pedagogical stream-lining, integration and development within the disciplines of cultural anthropology and ethnology.

1. What did you do?

In order to attract more students to our education the program Culture, Society and Ethnography (CuSE) was initiated in the fall of 2009. The program turned out to be a great success and has resulted in a significant increase in the number students. Furthermore, the program has facilitated an increased cooperation between and integration of the two departmental sub-disciplines of cultural anthropology and ethnology. However, the increase of students and the intensified cross-disciplinary cooperation at the department has also revealed our organisational and pedagogical weaknesses. In order to meet the challenges we have taken a number of measures. Among these have been efforts to stream-line criteria for grades, continuous re-education for teaching staff, the development of more efficient channels for communicating with students and the development of new forms of course evaluations and assessments. We have also seen a need for better monitoring student-to-student interaction and for improving student reception.

2. Why did you choose to do what you did?

Our choices of strategies to improve our education at to meet new and exciting challenges have been formed by the concrete needs and problems that we have faced. For instance, the need for common criteria for grading exams has been pointed out by teachers and students alike. Also, the increased number of students have made it absolutely necessary for teachers to more effectively use new channels for communication with the students. Furthermore, course evaluations are an important source of both encouragement and critique and many of our efforts to develop our teaching skills stem from the view-points of our students. In brief, then, pedagogical development has been propelled less by grand visions than by the meeting concrete challenges in very real teaching situations.

3. How did you go about doing your work in concrete terms?

No new curricula have been drafted nor have new teaching goals been formulated. Instead, we have tried to become more effective in reaching the goals already stated. For the past three years we have been adamant to inform the students about the pedagogical program adapted by Uppsala University in order for the students to know what they can reasonably expect from the department and, correspondingly, what the department can expect from them. This may seem superfluous, by our experience shows us that the students, who are oftentimes young and inexperienced, have quite vague ideas about what university studies entail. During this oral information, accompanied by a Power-Point presentation, the relationship between the learning objectives, examination and feedback are highlighted. In terms of feedback on exams, the ethnologists have scheduled a separate time slot where students receive feedback on their exams. At the cultural anthropological department, this feedback is given by a mass-mail to all course participants. In addition, all students are informed that they have the right to individual talks about their exams if they so wish.

The teachers' situation is quite different in the two departments at our institution. While ethnology is characterized by a small and stable team of teachers, anthropology has had a faster turnover with more job openings and hourly employees. This of course creates different conditions for the long-term pedagogical work. At the cultural anthropology department, the educational coaching led by the director of studies has varied, in terms of time invested, greatly with different teachers. Overall, new recruits such as temporary or part time teacher have received a considerable amount of time allotted for a series of more or less informal educational talks, while experienced teachers mainly met the director in order to discuss specific problems and challenges. At the cultural anthropology department is also the director who has educated the staff in the use of pedagogical devices such as power point. Although measures such as this may seem small, they have resulted in the course evaluations (which, on the whole, always have been positive) becoming significantly more positive. Furthermore, the director of the cultural anthropological department arranged two tailor-made courses on the student portal in collaboration with Uppsala Learning Lab. Starting from the current year (Spring 2012), all teachers actively use the student portal and we can already see how communication with students has considerably improved.

Students are routinely contacted individually through so-called "welcome calls" and welcome letter. For course and program startup the students are once again welcomed and given the opportunity to meet with teachers, administrative staff, librarians, etc. Both departments have student councils. In the fall of 2011 a student association called "the Ethnographers" was created at the initiative of the institution. The association serves as a cross-disciplinary forum for our students, old and new, and has been active in arranging lectures and social events. Furthermore, the program students have sometimes on their own initiative arranged festivities and social events. In this way new students are smoothly integrated into the social and intellectual life of the departments. Another factor that has contributed to the increased interaction between the students outside the scheduled teaching has been the seminar groups

that are created during the first week where students, at least within the anthropological Department, collaborate on a variety of tasks.

4. What were the main results?

A more closely-knit teaching staff, better cooperation between the departments at the institution, more efficient forms of communication and more satisfied students.

5. Who and roughly how many people have been involved in the activities work in one way or other?

Teaching staff (regular and temporary), administrative staff – all together 10-13 individuals.

6. Strategy for possible further implementation.

It is quite obvious that much more can, and should, be done. We are planning for educational days for all the teachers at both departments at least once a semester. These educational days are aimed at both exploring new forms of pedagogy in collaboration with Uppsala Learning Lab and at discussing questions directly involving teaching ethnology and anthropology. We need to become better at clarifying the connections both between the different levels (A-B-C-Master) as well as between the two disciplines. We also need to continue our work with chiselling out clear and transparent criteria for exams and assignments. The strategy for doing this is simply to meet on a more regular basis and perhaps create a tightly-knit group of people who work specifically on these issues. However, given the increasing number of students combined with strained resources, many of the improvements that could and should be made will have to wait.

7. Advice to others wishing to do something similar.

The only concrete advice we can give is to a) organise regular staff meetings devoted solely to pedagogical issues, b) to apply a self-critical discussion on teaching techniques, c) to take the students' course evaluations seriously, d) to explore and use the pedagogical resources available at Uppsala University and e) create an open atmosphere among the staff that allows for internal and constructive critique and for generously sharing the successes and failures of teaching experiences.

8. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

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The KrUUt/CrED Follow-up 2012

Report 1. Development initiatives within the prioritised areas (or any other initiative worth highlighting)

Disciplinary domain: Humanities and Social Sciences

Faculty: Social Sciences

Department:

Project title/developmental activity:

Communication and oral skills

1. What did you do?

This project was chosen as a result of the follow-ups of former students' view on their studies in social sciences. For the most part they were very satisfied with their studies but in one respect many of them were critical. They wanted more training in communication and oral skills.

The quality group of the faculty has been responsible for this project.

2. Why did you choose to do what you did?

We identified this as something that we had to do better. Students obviously need more training in communication and oral skills. Although this is something that many students meet in their studies (e.g. participating in seminars) it is still something that needs more attention.

3. How did you go about doing your work in concrete terms?

We started the project by presenting it on a conference for the study directors and programme directors of the faculty. We had group discussions when the different groups should present how they train the ability to communicate and ways on how to increase this training. We made a summary of the results. We could establish that many subjects have such a training but what is many times lacking is feedback.

We have followed up the first conference with another one in the spring 2012. We presented the list of examples on how training in communication can be carried out. We asked the study directors and programme directors to give more examples and to describe which obstacles there are for an increase in this training (resources, personal, interest etc). We also wanted descriptions on how to give better feedback on oral communication.

4. What were the main results?

This project is not finished. But the discussions we have had with study directors and programme directors have set many good examples.

The quality group of the faculty will continue working on the project. First of all we are going to develop a faculty course in oral communication. This is something that will be given priority. There are good examples of this within Psychology and we intend to use this knowledge for developing a new course that shall be open for students within the faculty.

Second, we intend to make a bank of good examples on how you can train oral communication in different ways. Such a bank can be used by all departments as an inspiration for those who want to increase the ability to communicate orally and on how to give feedback in a constructive way.

5. Who and roughly how many people have been involved in the activities work in one way or other?

The quality group of the faculty and all the study directors and programme directors within the faculty have been involved in this project.

6. Strategy for possible further implementation.

See question 4.

7. Advice to others wishing to do something similar.

Anchoring among the faculty members

8. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

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The KrUUt/CrED Follow-up 2012

Report 1. Development initiatives within the prioritised areas (or any other initiative worth highlighting)

Disciplinary domain: Humanities and Social Sciences

Faculty: Social Sciences

Department: Economic History

Project title/developmental activity: Laborativ samhällsvetenskap

1. What did you do?

During autumn 2011 (and spring 2012) teachers teaching at the B-level (30 hp, divided between a literature/thematic course, 15 hp, and an essay course, including theory and method, 15 hp) planned the implementation of *Laborativ samhällsvetenskap* during spring term 2012 (continuing during autumn term 2012). During spring term 2012 we implemented the project for the first time. In teaching modules where we normally use short written memos, based on the course literature, seminars and written exams we added a number of “laborationer”, where the students were given more time than we normally can afford, to actively use data or literature to try to solve certain tasks, which were reported back to the whole group. In teaching modules where the students write a short or a longer memo/essay we devoted more time to collective and individual tutoring.

2. Why did you choose to do what you did?

Given our student groups, teacher’s competences and the content of the courses we thought this was the best way to try creating *Laborativ samhällsvetenskap*. More time for tutoring seems the best way to improve essays, while creating some kind of research like situation in the “laborationer” seemed like a good way to increase the analytical and methodological skills of the students. In early “brain storming” discussions of what to do we discussed role playing, computer simulations, field trips etc.

3. How did you go about doing your work in concrete terms?

The “laborationer” were in general started with a brief introduction to the task, the students did not know on beforehand exactly what they were expected to do, handing out or supplying info on the material they should use, stating the deadlines/schedule and dividing them into groups. The students then got either a couple of hours or half a day to prepare for a presentation. The teachers were available for discussions at their offices or at given times in the class room. Finally, the whole group gathered and the small groups made their presentations and we ended with a general discussion.

4. What were the main results?

We are not able to present any final results since the project will continue in the autumn, and since the spring term has not ended. We have some preliminary impressions, however. It should then be noted that during the first course (first half of term) participation in the “laborationer” was voluntary, which unfortunately meant that only 5-7 out of c. 20 students participated. For the second half of term we decided that participation should be compulsory. Our impressions from the first half is that those that participated did a good job and that they also had good results on the exams in the course. They also appreciated the “laborationer”. Some of those that choose not to participate stated, on the other hand, in the course evaluation that they did not see the point of more teaching and that it took too much time. When participation was compulsory in the second half and where “laborationer” was done in the module regarding quantitative and qualitative theory and method, our impressions is that both “strong” and “weak” students did better than their peers from previous terms. Especially in quantitative method increased time for active work with the teacher at hand, improved the results of the “weaker” students on the exam.

5. Who and roughly how many people have been involved in the activities work in one way or other?

The teachers teaching at the B-level, including the director of undergraduate studies. Nine teachers.

6. Strategy for possible further implementation.

Since *Laborativ samhällsvetenskap* is dependent on more money for teaching, a full further implementation of course depends on that. However, the methods and modules used can of course be an inspiration for changing the present structure.

7. Advice to others wishing to do something similar.

Make “laborationer” compulsory.

8. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

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The KrUUt/CrED Follow-up 2012

Report 1. Development initiatives within the prioritised areas (or any other initiative worth highlighting)

Disciplinary domain: Humanities and Social Sciences

Faculty: Faculty of Social Science

Department: Department of Peace and Conflict Research

Project title/developmental activity: Interactive learning methods in Peace and Conflict Studies

1. What did you do?

Project funding was distributed among the three modules of the A-course. Although each module introduced different aspects of interactive learning, the common theme for the whole semester was a focus on Peace and Conflict learning in practice and a more 'hands-on' approach to student learning. This included amongst other things increased opportunities for student discussion and interaction, two otherwise somewhat neglected features in courses with over 100 students. We also had several opportunities for games and simulations, and organized an event where students could meet practitioners in the field.

2. Why did you choose to do what you did?

The decision to focus our project on various types of interactive learning activities was based on several factors. One was that this type of teaching concurs with the education strategy taken by the Department of Peace and Conflict Research a few years back. In addition, prior students of this course have for several years requested more exercises, seminars, and practical oriented events. This, in combination with the pedagogical visions of the teachers of the course and director of studies, led us to plan these types of activities within the framework of the project.

3. How did you go about doing your work in concrete terms?

The following events were included in the project:

- *Smaller seminar groups:* as stated above, students had for several years requested more time for discussion of and reflection on the lectures and literature of the course. As part of the interactive learning project, smaller seminar groups were created, having a maximum of 8 students per group (compared to 15 previous years). This allowed for greater student participation. The smaller seminar groups were present throughout the entire A-course in all three course modules.

- *Games and simulations:* In the first module, students travelled to the National Defence College in Stockholm and participated in an all-day simulation game, SOT, on decision-making, conflict, and international relations. This provided an opportunity to experience a

hands-on approach to these topics, and students described it in their course evaluations as an important and useful part of the introductory course module.

- In the third module another type of role play was introduced, Minister for a Day, which was held at the Army museum in Stockholm. In this role play, students learned political decision-making and were able to apply theoretical knowledge on international relations in practice. 89% of the participants graded this exercise 4 or 5 from a scale from 1-5.

- *The use of film as a tool for teaching:* In both the second and the third module, film and documentaries were used as teaching tools along the ordinary lectures. This gave students an additional source of learning and a broader perspective on a specific issue area than what the ordinary lecture would. As these events took place with half of the class at a time, there was also an opportunity for discussion and reflection.

- *Student conference:* With the assistance of the organization Folk och Försvar, an all-day student conference was arranged in the third module. This gave students an opportunity to listen to talks by experienced policy makers and practitioners of their field of study, interact with these practitioners, and get a sense of the practical implications of and possible future careers after studies in peace and conflict. 82% of the students marked 4 or 5 on a scale from 1-5 for this event in their evaluations, and this event was very much appreciated.

4. What were the main results?

Compared to previous years, several improvements have been detected, with regard to examination results and quality of student papers, student attendance, group unity and cohesion, and percentage of students handing in assignments on time and finishing the course on time. Although it might be difficult to prove a correlation between the introduction of the interactive learning project and improved student performance, we argue that the different project activities clearly improved the unity, cohesion and atmosphere of the student group. In turn, this has likely made students more inclined to attend class and participate in different activities such as seminars, which has had positive effects on their learning.

5. Who and roughly how many people have been involved in the activities work in one way or other?

Initiator of this project was Jan Ångström, Director of Studies, Department of Peace and Conflict Research. Project leader and in charge of implementing the project is Roxanna Sjöstedt, assistant professor, DPCR. Lisa Karlborg and Ralph Sundberg, PhD students, DPCR, and course module conveners for the first and second module of the A course respectively have been in charge of the activities in their respective modules. In addition, about 20 others have participated in some form, being seminar teachers, instructors for the two different role play and simulation activities, participating in the student conference, etc.

6. Strategy for possible further implementation.

With the exception of the SOT simulation game (which had to be omitted for cost reasons), the same activities will continue in the A course 2012. A longer evaluation of the results of the project will be done after the project completion.

7. Advice to others wishing to do something similar.

Make note of prior requests from students as they are often related to the practical/job related aspects of their field of study, as well as focus on student professional socialization (practicing public presentation, more discussion and seminars, etc.). Make use of organizations outside the university (in our case Folk och Försvar) as they have contacts, ideas of, and experience from activities other than regular university teaching.

8. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

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The KrUUt/CrED Follow-up 2012

Report 1. Development initiatives within the prioritised areas (or any other initiative worth highlighting)

Disciplinary domain: Humanities and Social Sciences

Faculty: Social Sciences

Department: Department of Government

[Hans Blomkvist, Director of studies, Development Studies]

Project title/developmental activity:

Strengthening of teaching in the course “(En)Gendering International Development”, a 7,5 credits course within the A course in Development Studies.

1. What did you do?

- SWOT-seminar (see enclosed attachment)
- LFA-seminar (see enclosed attachment)
- A Student conference (see enclosed attachment)
- Oral feedback on students' oral presentations

2. Why did you choose to do what you did?

We wanted to strengthen the teaching in Development Studies A in terms of two aspects that we rarely, within our usual teaching/resources, have the time and thus the possibility to do: make connections between our theoretical readings and the reality “out there” which the students will meet later in their career; give the students feedback on their oral presentations. Oral presentations is a mandatory part of this course, but the teacher do not have the time to give feedback on how they perform.

3. How did you go about doing your work in concrete terms?

For the SWOT (Strengths, Weaknesses; Opportunities; Threats) we engaged two of our own teachers – Dr Fiona Rotberg and Dr Per Nordlund – who both have extensive experience of working with development aid in Sweden and abroad. The student group (of ca 60 Swedish and international/visiting students) were divided into four sub-groups, each executing the SWOT exercise (see attachment) under Fiona's or Per's supervision for two hours.

For the LFA (Logical Frame Analysis) we hired Kristina Ljungros, who has a lot of experience in doing LFA exercises within the development community. For this exercise the students were divided into two sub-groups, each doing the exercise for four hours.

The Student conference was largely organised by the association “Folk och försvar” and by our colleague Dr Roxanna Sjöstedt at the Department of Peace & Conflict Research. The conference took place on 7 December in the main hall of the university – Aulan – to give the students the ambiance of a “real” conference. The topic was “A Wider Security Agenda – Its Necessity and Challenges”; a topic lending itself naturally to both peace & conflict and development studies. See the attachment for the detailed programme.

Since none of us in the department had time to give the feedback we hired a former student to do it. In hindsight that may even have been to the advantage of the purpose of this activity: since the former student was roughly the same age as the students her comments may have been more “natural” to the students and critique may have been taken as less “damaging”.

4. What were the main results?

In a fairly extensive course evaluation we asked the students to comment on e.g. the following:

“The method was useful and interesting to get to know”

On a five-point scale from “Strongly disagree” to “Strongly agree” 62% “strongly agreed” that the SWOT seminar “was useful and interesting to get to know”, and 67% said so about the LFA seminar.

“It reinforced and deepened my knowledge of gender in development”

Fewer students agree with this statement; 24% agreed strongly when we asked about the SWOT seminar, and 32% when asked about the LFA seminar. But a total of 83% gave “grades” 3, 4 or 5 to the SWOT and 92% to the LFA.

“It is good to get feedback on the presentations”

53% agreed strongly to this statement, and only 7% gave the “grades” 1 or 2.

“I find the feedback useful”

44% agreed strongly to this statement, and only 5% gave the “grades” 1 or 2.

5. Who and roughly how many people have been involved in the activities work in one way or other?

Hans Blomkvist (“project coordinator”), Suruchi Thapar-Björkert and Tanja Joelsson (main teachers in the course), Per Nordlund and Fiona Rotberg (teachers for the SWOT seminars), Kristina Ljungros (teacher for the LFA seminars), Camilla Swahn and Camilla Reauterswärd (gave the feedback).

Ca 60 students, Swedish and visiting/international, during each of the fall and spring semesters participated.

6. Strategy for possible further implementation.

Some of this is simply too expensive to further continue without extra resources. But especially the experiences of the SWOT and LFA seminars we hope to make use of in the ordinary teaching.

7. Advice to others wishing to do something similar.

It seems one has to make extra activities like SWOT and LFA mandatory to convince the students to take part. This is of course paradoxical against the background of purpose of this grant from the faculty – to enable us to give the students more teaching hours... In the fall these two seminars were optional, and ca 5-6 students participated. Learning from this we made the seminars mandatory during the spring semester, with the result that all participated. Interestingly, almost everyone wanted to get feedback on their own presentation in spite of the fact that it was compulsory.

8. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

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The KrUUt/CrED Follow-up 2012

Report 1. Development initiatives within the prioritised areas (or any other initiative worth highlighting)

Disciplinary domain:

Faculty: Faculty of educational sciences

Department: Department of education

Project title/developmental activity: The forth key competence: improved competence in ICT (Information and communication technology) in teacher education and among teachers in schools

1. What did you do?

The fourth key competence is a project of collaboration between Uppsala University and the municipality of Uppsala. One aim of the project is to improve the skills in ICT among school teachers and to inspire them to use computers as pedagogical tools in the classroom. The second aim is to improve skills in ICT among university teachers working at the teacher education program and among students at the program with the purpose to improve the skills of students with respect to computers as pedagogical tools.

The university: It was important to regard computer skills not as a separate part of a course, but integrated in the courses. In the teacher education program the project aimed at: making students comfortable in using digital media, web resources and modes of communication usually used by children and youth, and to familiarise the students about technical devices used in schools, such as interactive smart boards and software.

The municipality of Uppsala have arranged four courses since August 2010, each course spanned for one year equivalent to 15 days of full time work. Five days was scheduled with lectures, seminars and workshops. The courses dealt with issues as: password management, basic and advanced ICT skills, school equipment, laws and regulations, source criticism and network knowledge

2. Why did you choose to do what you did?

It is important to improve teacher's computer skills and to show them how to use computers as pedagogical tools in a situation where computers take a natural part in children's life-worlds. It was important to do this as collaboration targeting both teachers active in schools and the future generation of teachers and to underscore that the use of technical devices is not primarily a question of technical skills, but another way of thinking in regard to education. The project coordinators also contacted other universities with experience of similar project to take part of their experiences.

3. How did you go about doing your work in concrete terms?

The university: The program coordinators worked with teachers and students of the pre-school teacher training program with the aim to improve *examination* and *assignments* through the use of computers. The program coordinators also developed and implemented technical solutions to illuminate the *progression* of students and to improve the *sharing of experiences*. In addition to this the program coordinators developed a web recourse to support the work of students and teachers and contacted other universities with experience of similar project to take part of their experiences.

The municipality of Uppsala: see above (What did you do?).

4. What were the main results?

The university: We hope that the use of computers as pedagogical tools will lead to a more efficient use of the teachers as recourses in teacher education. The students take part in the education and examination in a more active way, through peer-review activities such as assessment of papers and other kind of examinations, skills especially important to enhance in a teacher education program. The students become more active in their learning process, for example by producing their own pedagogical tools. The attitude towards computers as a useful instrument in didactic contexts also improved considerable among students and teachers in the teacher education program.

The municipality of Uppsala: the school teachers who participated in the project have experienced a significant increase in their competence to integrate ICT in day-to-day teaching. The project has also expanded the use of ICT in schools thus improving the access to ICT for students during their internship. Finally, peer learning among school teachers and students interested in ICT has been facilitated.

The collaboration between Uppsala University and the municipality of Uppsala have further more resulted in better conditions for ICT during the internship of the students at the teacher education program.

5. Who and roughly how many people have been involved in the activities work in one way or other?

The University: Approximately 25 teachers at the teacher education program and approximately 140 students are involved at this point of the project. This number will increase when the project is fully implemented.

The municipality of Uppsala: 5 persons have worked with the project from a more strategic view, 136 local teacher trainers in schools have so far taken part in the courses. An additional 30 local teacher trainers in schools take part in courses at the present time.

6. Strategy for possible further implementation.

The University:

Phase 1: Implementation and evaluation of ICT in the preschool teacher education programme (in progress)

Phase 2: Implementation and evaluation of ICT in the other teacher education programmes at the department

Phase 3: Implementation and evaluation of ICT in the courses of other teacher education programmes at other departments involved in teacher education programmes

The municipality of Uppsala: To improve the collaboration between the faculty of education for example by letting teachers from the university and teachers from the municipality attend the same course.

7. Advice to others wishing to do something similar.

The university of Uppsala: Make sure the project have a strong support from the head of the faculty and the head of the department. Make sure to supply additional finance the project to avoid discussions of lack of space for ICT in different courses. Try to deal with questions regarding technical solutions as early as possible in the project.

The municipality of Uppsala: Organise a mixed group from the university and the municipality that have regular meetings during several years. These changes have to take time.

8. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

The department of education: Karin Hjalmskog: [Karin Hjalmskog@edu.uu.se](mailto:Karin.Hjalmskog@edu.uu.se) and Eva Forsberg: Eva.forsberg@edu.uu.se

The department of education: Måns Hansson: mans.hansson@edu.uu.se

The municipality of Uppsala: Jens Persson: jens.persson@uppsala.se

The municipality of Uppsala: Karin Stacksteg: karin.stacksteg@uppsala.se

Disciplinary domain: Medicine and Pharmacy

Faculty: Medicine

Department: Department of Medical Sciences, Medical Program, Nurse Program

Project title/developmental activity: Inter-professional high fidelity emergency setting simulations for medical and nursing students/Generic Skills

1. What did you do?

Students from both the nursing and the medical programs in Uppsala learn together as teams.

2. Why did you choose to do what you did?

Modern healthcare are continuously developing towards an inter-professional team based working place. Traditionally all health care professions learn and develop their professional identity in isolation meeting other professions and training teamwork at the work place only. In Uppsala we are taking the results of the development in the work place and using a simulated setting and an inter-professional approach to learning to prepare students for the reality. The learning outcomes for these sessions are communication, teamwork and situation awareness besides medical reasoning and knowledge.

3. How did you go about your work in concrete terms?

It is made compulsory for all nursing and medical students to participate in the inter-professional training. Students from both programs meet at the clinical skill centre at Akademiska Hospital in Uppsala and train at least three high fidelity scenarios during half a day per group.

4. What were the results?

According to former students, now working in the acute and emergency department, the inter-professional high fidelity sessions seems to result in better team work and communication skills especially regarding inter-professional communication and working together with other healthcare professionals.

5. Who and roughly how many people have been involved in the developmental work in some way or other?

Directors from both the nursing and medical programs have been involved and also a large number of personnel from the clinical skill centre.

6. Strategy for possible further implementation.

This project is fully implemented in both programs. In the future theoretical problem based learning group work will be held in association to these sessions to further get the students to reflect and develop their attitudes towards inter-professional learning and working.

7. Advice to others wishing to do something similar.

A broad commitment from both faculty and students in both programs is essential for a project of this magnitude.

8. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

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Disciplinary domain: Medicine and Pharmacy

Faculty: Medicine

Department: Department of Medical Sciences, Medical Program

Project title/developmental activity: Development and introduction of a checklist for practical skills/Generic Skills

1. What did you do?

Based on the idea of constructive alignment, a checklist was created at Uppsala University Hospital, to specify the skills to be acquired during a clinical rotation for medical students.

2. Why did you choose to do what you did?

Medical students need awareness of the practical skills of their curriculum during clinical rotations. However, the students have raised concern regarding that they are not provided with opportunities to perform these procedural skills and that their clinical teachers are unaware of their learning outcomes during the clinical rotation. A checklist for skills, aligned to the learning outcomes, possibly supports both students and teachers to reach educational goals.

3. How did you go about your work in concrete terms?

Representatives of the faculty at the department of anesthesia gathered to define the practical skills to be achieved by medical students during the rotation. Starting with learning outcomes, methods for learning were identified and a generic design for checklists was developed. A group of student representatives and the unit for medical education also contributed to the development of the checklist. During spring 2011 the checklist was offered as an optional teaching aid for students during their anesthesiology rotation. It was evaluated by a free text questionnaire and by the pre-existing hospital-wide evaluation instrument where students evaluate their own and their teacher's knowledge of the expected learning outcomes and the quality of tutoring of practical skills (Likertscale 1-6). Preceding semesters, anesthesiology was the highest ranked rotation on these issues.

4. What were the results?

Seventy-four students

5. Who and roughly how many people have been involved in the developmental work in some way or other?

The initial team consisted of five anesthetists and five students including one student who eventually did her master thesis in medicine on this project. Also, two pedagogical advisers from the unit of medical education were involved in the developmental work. After the decision for implementation at all clinical rotations the unit for medical education arrange workshops helping clinical teachers designing checklists.

6. Strategy for possible further implementation.

Not all clinical courses have yet fully adopted the checklist due to lack of time to develop checklists. More workshops supporting the development of checklists are supposed to overcome these problems.

7. Advice to others wishing to do something similar.

Checklists are probably best suited for practical skills in the curriculum. Start with your learning

outcomes and develop ways to, in the clinical workplace, facilitate the fulfilment of these outcomes in the form of a checklist. Make sure that the clinical teachers are well informed about the checklist.

8. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

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Disciplinary domain: Medicine and Pharmacy

Faculty: Medicine

Department: Department of Public Health and Caring Sciences, Nurse Program

Project title/developmental activity: Process-oriented supervision of nursing- and midwifery students at Uppsala University: a pilot study/Generic Skills

1. What did you do?

The aim of this project was to describe whether, and if so to what extent process-oriented supervision (intervention) gave the students conditions to integrate theoretical knowledge in clinical practice, and if the students professional role were developed through increased self-awareness, empathy and readiness to act with regard to an ethical approach. A convenience sample was used. Twelve students from the nursing program and five from the midwifery program were included in the intervention group. Forty-five and three students were included in the control group from the respective program. The intervention was process-oriented group supervision at 4 sessions of 1.5 hours during a period of clinical placement, five to eight students in each group. Student from the nursing program (3rd semester) and midwifery program (2nd semester) were separated.

2. Why did you choose to do what you did?

Process-oriented supervision of nursing aims to help the students to find their professional role by reflecting on theoretical knowledge, clinical experience and self-knowledge. We believed this type of education could be beneficial for our students, based on positive results from previous studies on this topic.

3. How did you go about your work in concrete terms?

Students were given oral and written information about the project and participation was voluntary. The intervention, process-oriented supervision, took place during the students six weeks compulsory period of clinical placement. Three trained (30 ECTS) supervisors supervised one group each. Data were collected at two repeated assessments by one study-specific questionnaire about process-oriented group supervision and the process-oriented group supervision questionnaire (Arvidsson et al, 2008). Assessment times were the first (baseline) and the last week of clinical placement.

4. What were the results?

There was no difference between the intervention group and the control group regarding demographic data or investigated skills at baseline. Both groups reported improvements after clinical placement compared to baseline with regard to self-awareness, self-efficacy with regard to their profession, and ability to understand patient's physical needs

5. Who and roughly how many people have been involved in the developmental work in some way or other?

Four teachers/supervisors and 48 students participated in the project. Ulrika Pöder, Marta Holm and Gunn Engvall designed the study, made the analysis and reported the results. Marta Holm, Gunn Engvall and Elisabeth Almqvist Eriksson were process-oriented supervisors for one to two student groups each.

6. Strategy for possible further implementation.

Four teachers from the Nursing program will be educated in process-oriented supervision at Gothenburg University (30 ECTS). The supervision for student groups at graduate level is planned to 2014. A course syllabus is planned.

7. Advice to others wishing to do something similar.

Start with a pilot project like this before implementing a new course like this in a program.

8. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

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Disciplinary domain: Medicine and Pharmacy

Faculty: Medicine

Department: Department of neurosciences, Speech and Language Pathology Program

Project title/developmental activity: Forum theatre in the instruction for aphasia intervention/Generic Skills

1. What did you do?

One senior lecturer attended a course in Augusto Boal's forum theatre techniques at the Division for Development of Teaching and Learning, Uppsala University. A version of forum theatre was then scripted and performed at the aphasia rehabilitation course of the Speech-Language Pathology Program, autumn 2011. The forum theatre game was used as an instructional tool for implementing Supported Conversation in Aphasia.

2. Why did you choose to do what you did?

Aphasia intervention requires considerable observational, communicative, and negotiation skills. As a strongly experiential and activity-based learning technique, forum theatre offers a unique opportunity for students to pursue different lines of action in difficult encounters with patients and their significant others.

3. How did you go about your work in concrete terms?

The senior lecturer who had attended the course scripted a scenario involving a person with aphasia, a speech-language pathologist, and two significant others, all of whom met for a consultation. The situation involved strongly different expectations from all involved and dysfunctional communication patterns. The students enacted the game under supervision of a game leader and an experienced aphasia teacher who delivered feedback afterwards.

4. What were the results?

The forum theatre game was enacted with great enthusiasm by the students. The new form of learning received favourable comments in the anonymous course evaluation.

5. Who and roughly how many people have been involved in the developmental work in some way or other?

One senior lecturer.

6. Strategy for possible further implementation.

The teacher hitherto involved is now part of the recently formed Forum Theatre Group at Uppsala University. The goal is to gain further experience with all aspects of the method to solidify its use at the program.

7. Advice to others wishing to do something similar.

If possible, enable more than one teacher to participate in developing the method, or take help of external teachers familiar with it.

8. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

Per Östberg

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Disciplinary domain: Medicine and Pharmacy

Faculty: Medicine

Department: Department of Women's and Children's Health, Midwifery Program

Project title/developmental activity: Clinical education/Generic Skills; IT in teaching

1. What did you do?

1. Process oriented tutoring during clinical education 2. Development of peer-learning during clinical education 3. Production of film on initiation of breast-feeding

2. Why did you choose to do what you did?

1. Students experienced stress during clinical education, even if they have individual tutors/supervisors, 2. Shortage of clinical placement, especially in the delivery ward. 3. Breast-feeding support and counselling is an important part of midwifery skills and the early initiation crucial.

3. How did you go about your work in concrete terms?

1. Tutoring in group, led by trained supervisor when students reflected on their individual and professional development. 2. Development of student-centred learning activities in the delivery ward and the postnatal ward, so students can learn together. Will allow peer learning and re-lease time for tutors/supervisors. 3. Production of a film in collaboration with MedFarmDoIT, where initiation of breast-feeding is clearly shown commented by an expert-midwife.

4. What were the results?

1. Students appreciated the process-oriented tutoring. More tutors will be educated so all students can be offered this kind of supportive tutoring in the future. 2. The project is still on-going and some peer-learning activities will hopefully be put into practice later this year. A project-leader is currently preparing guiding material and we are negotiating with the clinical placements for implementation. 3. The film is produced, used in education and also spread to other midwifery programmes.

5. Who and roughly how many people have been involved in the developmental work in some way or other?

1. A group of 6 students and a tutor .2. The project-leader, the group of 5 teachers and a reference group consisting of representatives from the clinical placements. 3. Two project- leaders and MedFarmDoIT.

6. Strategy for possible further implementation.

1. See above on training of more tutors. 2. See above on continuous work by the project-leader in collaboration with the reference group and the teachers. Implementation will hopefully start on a small scale in late 2012.

7. Advice to others wishing to do something similar.

Training of tutors is crucial. Peer learning activities are possible within many kinds of clinical education but need to be well prepared and followed up. Student-centred learning will enhance collaboration, reflexive learning and decision-making skills. Films are a useful complement especially for events that are rare or difficult to observe and need to be explained and commented on by experts.

8. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

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Faculty: Medicine

Department: Department of neurosciences, Speech and Language Pathology Program

Project title/developmental activity: Theory and practice. How well are the students prepared for the clinical work at the clinical courses /Course Content and Learning Outcomes; Generic Skills

1. What did you do?

A questionnaire was sent out to all clinical supervisors regarding their opinions on the relevance of the content at the clinical courses and the student's theoretical preparations for clinical work. Examples of questions were: Do the intended learning outcomes at the clinical course you are supervising, correspond to the skills needed to work as a Speech and Language Pathologist in the field? Estimate the proportions of students you have supervised who have had satisfying theoretical knowledge at the start of the clinical course. Are the intended learning outcomes at the clinical course possible to carry through during the set period? Are the examination procedures of the clinical skills appropriate? There were also questions regarding the shared responsibility for the student's development of clinical and professional skills.

2. Why did you choose to do what you did?

The clinical courses involve a large number of clinical supervisors. The SLP program always have close collaboration with all the supervisors, which is of highest importance for the development of the SLP students to good professionals. With this questionnaire it was possible to get the gathered opinion of the supervisors regarding the clinical courses to discover possible weaknesses or fields in need of improvements.

3. How did you go about your work in concrete terms?

The supervisors were informed in advance about this questionnaire and the importance of their individual feedback.

4. What were the results?

44 supervisors (about 60 Important areas for discussion during gatherings for supervisors were thus identified.

5. Who and roughly how many people have been involved in the developmental work in some way or other?

The questionnaire was initiated by the program coordinator Gabriella Persdotter Hedlund but involved all teachers at the SLP program at the department of neuroscience

6. Strategy for possible further implementation.

The expressed opinions have been taken into considerations and adjustments are taken accordingly. The gathered knowledge was very useful and similar questionnaires will be used regularly to ensure quality in the future.

8. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

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Disciplinary domain: Medicine and Pharmacy

Faculty: Medicine

Department: Department of Medical Sciences,

Project title/developmental activity: Development and introduction of a web-based teaching portfolio/Pedagogic Development

1. What did you do?

We developed the framework for the teaching portfolio and the website where teachers keep track of their pedagogical competence, teaching skills and teaching qualifications.

2. Why did you choose to do what you did?

Different kind of pedagogical efforts are common among many faculty and co-workers within the medical and pharmaceutical programs in Uppsala. However, many colleagues feel that these efforts are less valued than efforts in research. This could partly be due to that there has been a lack of a user-friendly tool where teaching efforts can be documented.

3. How did you go about your work in concrete terms?

In 2008 a working group was formed which consisted of representatives of all different programs within the medical and pharmaceutical institutions. In the group were also hospital staff and representatives of the hospitals directorate, pedagogical expertise and technical expertise represented. During one year intermittent meetings were held where the format and content of the teaching portfolio was discussed. During this work, several consultations with different external stakeholders were performed. One year after initiating the working group, a test-version of the teaching portfolio was released to different kind of potential users for feedback of its structure, easiness and user friendliness.

4. What were the results?

In May 2010 the web based teaching portfolio was released (www.meritportfolj.se). Every person affiliated to the University and/or the University hospital got access to the website. Later the same year also hospitals in the region affiliated to Uppsala received access. Today, approximately two years after the release, 700 users have registered their own teaching portfolio on the website.

5. Who and roughly how many people have been involved in the developmental work in some way or other?

The working group consisted of 11 persons as described above. An additional 10 persons was consulted during the development of the teaching portfolio.

6. Strategy for possible further implementation.

The web based teaching portfolio has been presented at several different seminars for teachers at Uppsala University. It is also included in the course Academic Teacher Training Course that is offered to all teachers and researchers at Uppsala University. We have also presented our portfolio at national meetings where it has gained a lot of interest. In fact, both Stockholm university and Umeå university now has implemented this web based teaching portfolio. This implementation process is further described in a separate abstract.

7. Advice to others wishing to do something similar.

We believe that it has been of great importance to include many different representatives and stake holders already from the very beginning of the development process of the portfolio. During the process we have tried to accommodate the portfolio depending on the needs and desires that has appeared when we have tested different versions of the portfolio on both potential

users and pedagogical expertise. By having representatives of all different programs within the medical and pharmaceutical institutions actively participating in the process the portfolio has become a valid and accepted tool among all the programs.

8. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

Jakob Johansson, Department of Medical Sciences, Jakob.Johansson@surgsci.uu.se, Karin Apelgren, Martin Grydén, Gunnar Birgegård, Louise Rügheimer

Disciplinary domain: Medicine and Pharmacy

Faculty: Medicine

Department: Department of neurosciences, Speech and Language Pathology Program

Project title/developmental activity: General and Subject-based Professional Development in Teaching and Learning/Pedagogic Development

1. What did you do?

The unit of speech and language pathology introduced yearly individual discussions regarding their general and subject-based pedagogical professional development in teaching and learning. Individual development plans were made as well.

2. Why did you choose to do what you did?

To support and ensure the teachers pedagogical development

3. How did you go about your work in concrete terms?

The program coordinator attended a course in educational leadership and thereafter introduced the yearly meetings.

4. What were the results?

Five of six teachers at the unit of speech and language pathology program have yearly individual discussions regarding professional development in teaching and learning as well as individual pedagogical development programs. The discussions have lead to closer consideration of different pedagogical courses provided to teachers by the university

5. Who and roughly how many people have been involved in the developmental work in some way or other?

Program director, Program coordinator and six teachers.

8. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

Gabriella Persdotter Hedlund, Department of Neuroscience,
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Disciplinary domain: Medicine and Pharmacy

Faculty: Medicine

Department: Department of Surgical Sciences, Specialist Nurse Program

Project title/developmental activity: Common content in the education programme/IT in teaching

1. What did you do?

We are developing a common content in all specializations in the post-graduate education for specialist nurses. We want all students to have the opportunity to all lectures and are now striving for more learning on the Web. We use movies, presentations and tasks on the Web.

2. Why did you choose to do what you did?

It is impossible to accomplish education for courses on part time and full time at the same time. There are a lot of common topics in the programme.

3. How did you go about your work in concrete terms?

We have chosen to do it progressively, starting with the scientific methods and statistics.

4. What were the results?

More students can participate without being physically present.

5. Who and roughly how many people have been involved in the developmental work in some way or other?

150 students per year

6. Strategy for possible further implementation.

We plan to continue with all common topics such as leadership, ethics, and education

8. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

Björn Wikehult, Department of Surgical Sciences, bjorn.wikehult@surgsci.uu.se

Disciplinary domain: Medicine and Pharmacy

Faculty: Medicine

Department: Department of Medical Biochemistry and Microbiology, Biomedical Program

Project title/developmental activity: Reformation of the syllabus of the Biomedical program/General course curriculum revision

1. What did you do?

We have reformed the curriculum of the Biomedical Program in such a way that the first term should be more attractive to the average student: it will comprise 9 weeks of general chemistry (earlier 16 weeks), 4 weeks of biochemistry and 5 weeks of anatomy. (It will be implemented starting autumn 2013.) Furthermore, we have improved the progression during the program: for example, the most basic part of statistics will be taught in the second term and the more advanced part in term 5 medicinal chemistry (earlier in term 1) has been moved to term 6 and has been merged with pharmacology (now in term 3) so that different aspects of pharmacy will be taught in one context and only after most of the biomedical subjects have been dealt with. Furthermore, short introductory courses in economics and project management will be given with the purpose of raising the students' interest in non-research subjects, which could later be expanded during subsequent master studies.

2. Why did you choose to do what you did?

The biomedical program is the only bachelor degree program of the Medical school at UU that does not lead to a professional degree. It was originally the only one of its kind in Sweden, but there are currently six other similar programs. Furthermore, more students are now enrolled every year at UU and essentially all applicants are accepted. One would expect that this expanded recruitment would yield students with somewhat different interests than earlier originally, a majority of the biomedical students continued with PhD studies after obtaining a masters degree. To find this out, we recently asked all students in the program about their attitude to their training, in particular what profession they thought it should lead to: only a fourth of them intended to continue with doctoral studies. Instead they wanted after a master degree to work with project management, administration and marketing. Furthermore, they asked for more worked-linked activities during their studies.

3. How did you go about your work in concrete terms?

As the first step in the revision of the curriculum, the program committee of the biomedical program appointed a group consisting of the chairman of the program committee, the program coordinator and two student representatives of the program committee. This group then critically examined the contents of the different courses focusing on those for which present and earlier students had expressed discontent with. Based on this examination, a new curriculum was designed which was presented to all course leaders for comments. The response was positive, but a number of practical considerations were pointed out which necessitated major changes. Finally, we managed to accommodate the necessary changes.

4. What were the results?

See point 3.

5. Who and roughly how many people have been involved in the developmental work in

some way or other?

The chairman of the program committee, the program coordinator, two student representatives of the program committee and all course leaders.

6. Strategy for possible further implementation.

A major change of a three-year curriculum will usually entail some double teaching. This is also the case for the biomedical program, but fortunately this will occur during different terms.

7. Advice to others wishing to do something similar.

Make sure that the student representatives support the suggested changes among other things that give you a moral advantage. There might be an initial resistance from those teachers who feel that they might lose funding through the change. Don't surprise them take your time to go through with them what you want to do and why before the decision is made. In the end everyone may find that they will gain from the change that seems to be the case for us.

8. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

Erik Fries, Department of Medical Biochemistry and Microbiology, Erik.Fries@imbim.uu.se

Disciplinary domain: Medicine and Pharmacy

Faculty: Medicine

Department: Department of neurosciences, Speech and Language Pathology Program

Project title/developmental activity: Increased collaboration between teachers and students/Other

1. What did you do?

To increase the students awareness of the university's role versus the students role, a new topics was added during the introductory course at the program, i.e. Teaching and learning at Uppsala University

To increase the teachers and administrations contact with the students, monthly meetings with program administration, teachers and student representatives were introduced in order to discuss other topics than what is discussed at the Speech and Language Pathology Program committee

2. Why did you choose to do what you did?

To increase the students awareness of the document Teaching and learning at Uppsala university as useful guidelines for rights, responsibilities, and possibilities during their studies in Uppsala.

To have an informal forum for discussions on actual issues regarding the program for administrators, teachers and student representatives

3. How did you go about your work in concrete terms?

The guidelines for educational activity and development (Teaching and learning at Uppsala University) were handed out to the students, introduced and discussed. Some of the sections were further discussed, e.g. the importance of course evaluation, procedures for following up evaluation results and finally a discussion of how to give constructive criticism.

Monthly meetings with the program administration and student representatives are carried out.

4. What were the results?

The result of introducing students to the Guidelines for Educational Activity and Development are difficult to measure. The response rate at course evaluations has increased, probably due to more information of the how the results are used and a better dialog with the student's representatives who work hard to increase the response rate.

The monthly meetings are appreciated by both staff and students.

5. Who and roughly how many people have been involved in the developmental work in some way or other?

Program director, Program coordinator, program administrator and three teachers.

8. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

Gabriella Persdotter Hedlund, Department of Neuroscience,
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The KrUUt/CrED Follow-up 2012

Report 1. Development initiatives within the prioritised areas (or any other initiative worth highlighting)

Disciplinary domain: Medicine and Pharmacy

Faculty: Pharmacy

Department: Pharmaceutical Biosciences

Project title/developmental activity:

Generic skills – Focused communication training

17. What did you do?

We intensified the communication training within the Master of Science in Pharmacy Programme (Apotekarprogrammet)

18. Why did you choose to do what you did?

Employers and former students pointed out that the communication training has to be better to meet the demands in the professional life as pharmacists. The faculty of pharmacy therefore formalised communication training (FarmKom) several years ago to increase the ability for the students to practise oral and written communication and ensure that they gradually increased their communication skills during the programmes. The last years a need for intensified training was identified partly due to an increasing heterogeneity in the student population with regard to communication and linguistic skills and partly due to poorly motivated students. The aim of the project was to improve training, introduce more individual assessment of communication skills and to motivate the students to enhance their communication skills.

19. How did you go about doing your work in concrete terms?

The students train communication through oral and written presentations of the lab or pm-work. An oral presentation includes tools such as power-point. In order to improve oral and written reports, the cooperation with Uppsala University's Language Lab (Språkverkstaden) were intensified during the course in Pharmacology at the 4th semester. Sonja Entzenberg from the Language Lab is invited each semester to lecture about how a written and an oral presentation should be performed. We have regular contacts with the Language Lab and all students with language problems are referred to the Language Lab. Assessment criteria have

been developed in several stages. The instructions including assessment criteria, instructions for references, etc. were revised and made clearer. Effort was put into motivating the students by giving examples of what will be expected in the professional life. The presentations are now individual to ensure that everyone will take part in the practise and to increase the possibility that each student can improve their communication skills regardless of their starting point.

20. What were the main results?

The communication with the Language Lab is improved and the students make contact in an early stage of the work especially with the written reports. The introduction of individual reports is very appreciated by the students and gives everyone a possibility to improve their written and oral presentation in their own terms. The teachers are also more satisfied knowing that they assess each student individually.

21. Who and roughly how many people have been involved in the activities work in one way or other?

Three senior lecturers and two PhD students (supervisors)

22. Strategy for possible further implementation.

The experiences with this project will be used to improve the communication training for students participating in pharmacology at the Bachelor Programme.

The department board has decided to start removing all examination in pairs or groups within one or two years. The aim is to only have individual examinations in courses given by the department, although the students are collaborating/working in groups during courses.

23. Advice to others wishing to do something similar.

Individual assessments are very time-consuming and it is therefore important to focus on assignments where individual training is the most relevant. For instance, choose a few individual lab reports, while letting other tasks be examined orally in smaller groups of students. Involve, if possible, more than one teacher in the project and also in the assessments to share experiences. Be particulate in motivating the students by linking to their professional life.

24. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

Lena Bergström, lena.bergstrom@farmbio.uu.se

The KrUUt/CrED Follow-up 2012

Report 1. Development initiatives within the prioritised areas (or any other initiative worth highlighting)

Disciplinary domain: Medicine and Pharmacy

Faculty: Pharmacy

Department: Pharmaceutical Biosciences

Project title/developmental activity:

Generic skills - Clinical supervision

1. What did you do?

We have developed a model of clinical supervision for the courses that include clinical training in a hospital department and elements of reflective practice and peer learning. This has been a quality improvement of the courses concerned.

2. Why did you choose to do what you did?

We performed an assessment of different tutoring practices, both in related fields of education (medicine, nursing, physiotherapy) and from an American pharmacy education programme. The best practices from these were used as inspiration and adapted to fit our courses and students.

3. How did you go about doing your work in concrete terms?

Within the field of pharmacotherapy, clinical supervision on an advanced course (Clinically oriented Pharmacy) and a Master course in Clinical Pharmacy were developed and evaluated. The task was undertaken in order to increase the competency of individual supervision and develop an educational and cost-effective model for clinical supervision. A two day supervisor training course for new supervisors has been developed and distance mentoring via the student web (Studentportalen) has been introduced. Reflective practice and peer learning has been introduced as an educational tutoring method and finally an instrument for assessing students' abilities has been developed for the Master course.

4. Which were the main results?

The project has resulted in an increase in quality of both the course and the degree programme according to evaluations completed and has resulted in a probable reduction in costs of supervision and a reduced workload for supervisors on the Master programme.

5. Who and roughly how many people have been involved in the activities work in one way or other?

During the project period: two teachers in the project group, one additional teacher in the implementation. Also, approximately 10 supervisors, 12 students for the masters programme and 30 students for the advanced course.

The activities have now been integrated in the regular curriculum for the two courses and involve approximately 75 students, 4 teachers and 10 supervisors yearly.

6. Strategy for possible further implementation.

The activities have been integrated in the curriculum of the respective courses. Future development of the supervision will be based on student evaluations.

7. Advice to others wishing to do something similar.

The key to success in this case was a thorough assessment of similar practices in other fields of education. Good examples were used as inspiration and adapted to the specific conditions for these two courses. For those who wish to read more about our background assessment and project results, a report in Swedish is available at the Uppsala university webpage.

8. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

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Report 1. Development initiatives within the prioritised areas (or any other initiative worth highlighting)

Disciplinary domain: Science and Technology, Uppsala University

Faculty: Faculty of Science and Technology, Uppsala University

Department: IBG (*institutionen för biologisk grundutbildning*)

Project title/developmental activity, example 10:

DiaNa – dialogue for natural scientists and technology students

1. What did you do?

We have an ability training project in communication (DiaNa), which is systematically integrated in several natural science and engineering educations (biology, chemistry, earth sciences, molecular biotechnology). By communication training exercises throughout the education (3-5 yrs) students learn their subjects – communication is a way of learning. We focus on three communicative abilities: oral presentations, written presentations and group interactions. Students are during the ability training provided with feedback by fellow students and teachers aiming to identify strengths in their abilities and what can be developed, and how. Students summarize the feedback and perform self-assessments where new training goals are decided upon for the next time a similar task is trained. The self-assessments are done in a personal digital portfolio with guiding criteria arranged as a “developmental ladder” for various aspects of the abilities. See <http://www.ibg.uu.se/student/DiaNa/DiaNa/>

2. Why did you choose to do what you did?

There is a continuous need for our educations to provide well educated students in terms of knowledge and also the ability to use this knowledge, i.e. to communicate orally, in writing and in groups, both in Swedish and English. This project was set out to improve all these aspect by i) learning by doing, ii) feedback and iii) self-assessment. In essence, this is an analytical, scientific approach to the communicative ability which develops the skills and knowledge. Another key aspect is that it is our regular teachers that perform this ability training in communication, as it is subject integrated. Teachers are provided courses in how to supervise and work with the students (how to give and guide feedback).

3. How did you go about doing your work in concrete terms?

This was started as a broad project to implement DiaNa on as many courses as possible within an educational programme. It was provided funding and an administrative coordinator as well as a coordinating lecturer in each subject field.

4. What were the main results?

Students and employers can certify that the communicative skills have improved, in oral presentations, in writing and working in project groups. Teachers have also developed an increased awareness, for instance, of how to provide feedback and they have grown in their interactive teaching role.

5. Who and roughly how many people have been involved in the activities work in one way or other?

Core people are one administrator (50%), coordinators part-time in biology, chemistry, earth sciences. Furthermore, many teachers actively work with this as course leaders, lecturers, assistants and are involved individual feedback which requires multiple teachers. The digital portfolio system (diporta) for self-assessments has >100 teachers listed as administrators/supervisor.

6. Strategy for possible further implementation.

The DiaNa-method of working benefits from individuality, supervision of feedback procedures and good digital self-assessment portfolios and a continuous dialogue for vivid development and can basically be applied to many abilities (not only communication). Also, developing the portfolio method for students to set new goals and govern progress by an individual plans is attractive. A long term goal is to implement DiaNa in more educations at Uppsala University.

7. Advice to others wishing to do something similar.

This way of working is stimulating, rewarding but requires continuous maintenance i.e. feedback and support to teachers. Support from “above” important as well as networking.

8. Name/s (department and e-mail) of person/s to contact in case there are questions from colleagues wishing to do something similar

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