Support provided by the University Administration

- The Unit for Quality and Evaluation (KoU)
- The Division for Development of Teaching and Learning (PU)
- The Office for Leadership and Organisational Development (Kompetensforum)
- Uppsala Learning Lab (ULL)
- Uppsala University Library
- Music and Museums

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The Unit for Quality and Evaluation

Report of support activities within the framework of CrEd 10-12

Åsa Kettis 2012-08-07

Contents

1. Introduction

On 6 April 2010 the Vice-Chancellor decided on a project aiming at stimulating educational development at Uppsala University, Creative Educational Development 2010-2012, CrEd 10-12[1] (UFV 2010/513). The overarching goal of the CrED project is to contribute to the realization of the policy programme Teaching and Learning (T&L) at Uppsala University. An important aim of the CrED project is to shed light on good examples of educational development and to facilitate the exchange of experience regarding developmental work that is being done in various parts of the University.

During the first phase of the project, 2010-2011, the disciplinary domains and faculties pursued developmental work in relation to the guidelines for Teaching and Learning at Uppsala University.

In 2012, the results of the development activities will be presented to an international panel consisting of colleagues from the world wide Matariki network (UU and six sister universities), and some other international experts on quality in higher education. In addition to the feedback from the international panel, there will be peer exchange between faculties sharing the lessons learned by the development activities that have been taking place.

In November 2011, the international panel was invited to a preparatory site visit. The purpose of the visit was to orient the panel in the Swedish higher education system, Uppsala University's organization and quality work, the work of the student unions, and the aims and design of the CrED project. The panel touched down in ongoing developmental activities, asked questions about various conditions, submitted preliminary observations, and provided feedback about the planned structure for the 2012 follow-up.

On 25 – 28 September 2012, the international panel will make its second and final visit to Uppsala University. What is presented in the following forms part of the documentation that is sent to the panel before its visit.

2. The Unit for Quality and Evaluation

In the beginning of the 1990's, a more systematic approach to quality enhancement started to develop at UU. A quality committee comprised by academic staff was constituted, and its explorative work formed the basis of UU's quality enhancement activities in the 1990's. In the mid-nineties, a development office was set up in the University Administration, including a unit for quality and evaluation, as well as a unit for the development of teaching and learning and one for leadership and organisational development.

The unit for quality and evaluation has since then been placed in different parts of the University Administration. In 2001, it became a division reporting directly to the University Director. In order to be better aligned with the overall management of the university; it became a unit within the Planning Office in 2008. Today, the other development units are divided into three different divisions. The unit in charge of development of teaching and learning (now PU) and ULL are reporting directly to the University Director, while the unit in charge of leadership and organisational development (now Kompetensforum) is a unit within the Human Resources Division.

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[1] In Swedish: Kreativ utbildningsutveckling vid Uppsala universitet 2010-2012, KrUUt 10-12

2.1. Description of the Unit for Quality and Evaluation

The Unit for Quality and Evaluation is tasked with helping to create the preconditions for, coordinate, highlight, and complement quality enhancement activities at departments, faculties and domains. The unit provides support pertaining to university-wide policies and projects, and the monitoring of courses and study programmes (See the document *Quality assurance and Quality Development at Uppsala University* for an overall description of UU's "quality system").
The support includes helping departments and faculty boards in quality assurance and quality enhancement activities initiated by themselves. The unit also provides support in connection with external evaluations. Further, the unit carries out systematic, university wide evaluations in order to provide domains, faculties, departments and the university management with a stronger basis for decision making.

The unit's mission also includes contributing the internal knowledge base regarding factors that contributes to quality in higher education. This is used to inform decision making in policy matters, and to ensure an empowered and well-founded dialogue with different stakeholders. This policy oriented mission includes monitoring and participating in national and international developments in the field. The Director of the unit is a representative in the Association of Swedish Higher Education's (SUHF) expert group on quality in higher education, and a SUHF representative in the Swedish National Agency for Higher Education's reference group for the current national quality assurance system. Further, all members of the unit attend national and international conferences, e.g. conferences arranged by the European Higher Education Society, EUA and QAA Scotland as well as national conferences on quality in higher education and pedagogical development.

As of September 2012, the Unit for Quality and Evaluation has five full-time members of staff and one position (20%) is shared with another unit within the Planning Office. Due to high workloads and maternal leaves, two retired members of staff have been contracted by the hour. The Director and another two members of staff have a Ph.D, as well as earlier teaching experience. The combined experiences include those of being Lecturer, Director of Studies, Study Programme Director and Research Leader. The members of staff cover different academic backgrounds, although primarily within the field of social sciences, i.e., sociology, social pharmacy, political sciences, human resources, pedagogics and social and economic geography. The Director of the unit is the main rapporteur in the quality committee, and another staff member is the secretary.

2.2. The units approach to "quality work"

The unit tries to contribute to a *regenerative quality culture*, as defined by Harvey and Stensaker (2008), i.e. a culture that is: "internally oriented with strong belief in staff and existing procedures, widespread, experimental, although not always adaptive to external demands and developments". Although the importance of ownership at all levels, and proactivity in relation to external forces, underpins the work that is carried out by the unit, it is combined with a pragmatic concession to external demands that just have to be met. In meeting those, effort is put into maximising their internal usefulness by trying to align the implementation to the conditions and preferences within the university. In some cases, external pressure is a useful driver for well-needed internal change. In other cases, however, the unit's task boils down to mere damage control.

Over the last few years the unit has put more effort into stimulating responsible bodies to act upon results from the evaluations that are carried out. Far too often evaluations are finalised and then instantly forgotten, meaning that the problems persist. Sometimes evaluations are rerun in a routine-like fashion although the results from the preceding ones have not been attended to. All in all, this contributes to evaluation fatigue and a sense of hopelessness. The unit wants to bring about the message that local, self-initiated evaluations should only be carried out if there is a genuine readiness for change. There is, however, great value in carrying out a few, well-considered university-wide evaluations in addition to evaluations locally initiated at the domain, faculty or department level. University wide evaluations (see 3.2 for details) allows for comparisons between different parts of the university, which often stimulates sound competition and exchange of good practice, effectively driving quality enhancement.

3. Support provided by the Unit within the framework of CrEd

3.1. Contribution to the quality of courses and study programmes

1. In what way does your unit/equivalent contribute (directly or indirectly) to the quality of courses and study programmes at Uppsala University?
The unit is tasked with helping to create the preconditions for, coordinate, highlight, and complement quality enhancement activities at departments, faculties and domains.
Concrete examples of recently performed or ongoing activities that contribute to the quality of courses and study programmes include:

- *Systematic alumni surveys* of students (all three cycles) evaluating attainments as perceived by the graduates, and identifying matches and mismatches between their education and working life demands.
- *Interviews with international students* (in addition to the International Student Barometer) identifying strengths and weaknesses of UU from the point of foreign students with experiences from other learning traditions and cultures.
- *Interviews with different stakeholders in the examination* process – an inventory of prevalent problems in relation to examinations, e.g. with regard to reliability, validity and pedagogical considerations, and identification of possible solutions.
- Development and implementation of guidelines and recommendations to *support the use of course evaluations* as an enhancement tool.
- *Support in the process of external evaluation* by the Swedish National Agency for Higher Education, including the provision of a digital platform for peer exchange of ideas within the university, and direct feed-back on self evaluations from the unit.
- National *benchmarking exercise* between UU, Lund University and the University of Gothenburg with regard to the Swedish Masters Degree. This is an ongoing collaboration dealing with different issues regarding educational quality.
- *Contribution to the initiation and implementation of university wide guidelines and projects* aiming at stimulating quality enhancement, e.g. the guidelines for T&L and the CrEd10-12 project.
- *Ad-hoc discussions and advice* in cases where domains/faculties/departments/individual staff members want to carry out evaluations

or other activities in order to drive enhancement. When we lack expertise, referral is made to PU, ULL,Kompetesforum and not the least, to colleagues in other domains/faculties/departments with knowledge and
experience in the matter.

- In some cases, depending on time, resources, and the value of a specific project to the whole university, the unit carries out *complete evaluations commissioned by domains/faculties/departments.*

3.2. Contribution to the implementation of the guidelines for teaching and learning

"2. Describe any activities of your unit/equivalent that are specifically linked to the implementation of The guidelines for teaching and learning at Uppsala University *(Pedagogiska programmet)?"*

In her past role as a practicing senior lecturer, the Director of the unit was part of the university wide working group that developed the guidelines for T&L at UU. For that reason, the guidelines naturally permeate the work carried out at the unit. They are used to inform evaluations with regard to questions being asked, and is leaned on as the unifying backbone of most enhancement activities focusing on T&L that stem from the unit. The guidelines have, for example, informed the development of the item bank for course evaluations that the unit has compiled for anyone to use freely.

In addition to PUs incomparable contribution to the development and implementation of the T&L guidelines, and the initiatives that have followed within the domains and faculties, the unit has helped bringing of the guidelines to the forefront of the university agenda. They have been used as a joint point of departure for educational enhancement activities, including CrEd10-12. The Director of the unit has been heavily involved in all aspects of CrEd10-12, including the planning of the entire project, the organising of seminars on different enhancement themes (primarily those on research-teaching linkages, 'Bildung' and cross-disciplinary education, employability and generic skills and examinations and assessment criteria – all relating to the T&L guidelines) as well as the design and realisation of the follow-up.

Other contributions by the unit supporting the implementation of the T&L guidelines:

1.1. A scientific approach (see the guidelines p. 5)

The unit has provided an analysis of the concept of research-teaching linkages to support the development of a more informed approach to the topic (Lundmark and Sjölund). This was done before 2010, but the report is still in use.

1.2. Activity promoting forms of teaching

The item bank for course evaluations includes items that ask the student to evaluate his or her own contribution to learning. In addition to summative course evaluations, the recommendations and the unit's seminars on course evaluations emphasise formative class-room evaluations as a means of spurring student involvement and allow for continuous adjustments in on-going courses.

1.3 Clear Continuity and Progression (p.9)

During 2011-2012, the unit has provided direct feed back on, and facilitated peer exchange regarding, some 70 self evaluations of study programmes and subject areas. Self evaluations are mandatory in the Swedish National Agency for Higher Education's evaluation system and, given the system's focus on results, the target of the evaluation is constructive alignment. In

the self evaluation, those responsible for a specific study programme/subject area are asked to convince the reviewers that all graduates meet the learning outcomes (LOs) in the National Qualifications Framework. Further, they have to show that there is progression in terms of knowledge, skills and competence along the programme. This is primarily done by exemplifying how the LOs are assessed. Although the writing of these self evaluations is driven by an external demand, it has proven to catalyse an analysis that has the potential to drive enhancement with regard to constructive alignment.

1.4 Examination and Feedback as Educational Policy instruments

The unit has conducted a qualitative interview study with different stakeholders in the examination process as described above (3.1.) The results have been presented in different fora, including at the CrEd-seminar on examinations. This work is carried out in close collaboration with PU, and will be presented in a report where focus will be on providing possible solutions to common problems in relation to the examination process.

2.1 Clear Educational Leadership

The unit meets educational leaders, including Directors of Studies, in discussions about different aspects on educational quality. This includes discussions about quality enhancement in general, results from the evaluations that the unit has carried out, how to make course evaluations useful, the outline of the new national QA system and available support. Often the unit's members of staff are invited by the domains/faculties/departments. At other times, the unit invites different target groups to seminars/workshops.

2.2. Continuous Follow-up and Feedback

This part of the T&L guidelines is most central to the unit, as exemplified by the activities that are listed in 3.1. The unit has specifically focused on three forms of university-wide, systematic evaluations: course evaluations, alumni surveys and surveys of Ph.D. students.

Course evaluations. Special guidelines for course evaluations in undergraduate education have been in place at UU since 1997. In 2009 the most recent review of the guidelines and the recommendations was initiated. This review prompted an updated version: "Course evaluations and other evaluations of education — part of quality work". The unit was responsible for the development of the guidelines and the recommendations, with due support from a reference group with student and teacher representatives, as well as other specific expertise.

The purpose of the recommendations is to provide practical advice and tips for making the most from course evaluations. The unit also offers seminars to staff and students based on the recommendations. The target group comprises teachers, course directors, directors of studies, course administrators, programme coordinators, librarians, as well as students, and others who are in some way involved with course evaluation work.

The unit also provides input to individual staff members, departments, faculties and domains in the design of course evaluations, as well as the design of entire systems and routines for course evaluations. Further, the unit has given feedback on the design of the university wide digital course evaluation system to ensure apt alignment to the guidelines and the recommendations.

Alumni surveys. Since the mid-nineties UU has made its own follow-up of former students about two years after graduation. The graduates have been asked about their education (self-perceived goals attainment and satisfaction) and whether their education meets the demands of their job. They have also been asked to describe their current job in some detail. The reports are delivered to the departments where the department chair, director of studies, and teachers use the results as a basis for decision making, as does program coordinators. These results have sparked changes such as strengthened emphasis on the development of generic

skills, primarily oral skills including arguing/debating skills. They have also led to more specific changes. For example, an alumni survey of physiotherapists revealed that the graduates found their knowledge and skills in treating patients with chronic pain poor. At the same time, this patient group was highly prevalent in practice. Based on this insight, these elements in the study programme were further developed. The results are also used to inform students about future prospects.

Since 2011, the unit has had a halt in the systematic alumni surveys. The reason is that the Swedish National Agency for Higher Education has started to carry out alumni surveys as a component in the current review system. We wanted to avoid duplication of work, but we may reconsider starting to run our own again, since those run by Swedish National Agency for Higher Education tend to suffer from small populations and low response rates. In doing our own, we may also tailor the items in a way that is conducive to quality enhancement rather than to quality assurance only.

PhD Student surveys. In 2002 and 2008, a questionnaire was directed to all active doctoral students at UU. It included questions about admission procedures, research environment, work environment – psychosocial climate, quality of supervision, seminars and course work, teaching opportunities and future plans. The results were fed back to faculties and departments as a basis for decision making. Several faculties have worked intensely with the follow up of the results, requiring responsible departments to report and share good practice and describe how they plan to manage their weakness. There has also been some spontaneous peer exchange between faculties, where lower-performing faculties have been consulting high-performing faculties in what measures to be taken. The results have, for example, contributed to improved Ph.D. courses at the Faculty of Law - as well as strengthened requirements on supervisor training and better yearly follow-up of individual Ph.D. students' progress at the faculty of Science and Technology. The results are also presented to those attending PU's course for Ph.D. supervisors.

2.3. Peer-cooperation and Exchange of Ideas
The unit views itself as a mediator of contacts and ideas on quality enhancement between different parts of the university. The unit's knowledge of the work that goes on makes it possible to facilitate cross-fertilization, both by arranging seminars and workshops where staff from different parts of the university meets, but also in relation to individual consultations.

3. Professional Development in Teaching and Learning
The unit aims at providing a better evidence base for the further development of teaching and learning by stimulating the use of internal and external evaluations, as well as research evidence on T&L, to inform decision making. This includes providing recommendations and seminars on how to make course evaluations and other evaluations efficient quality enhancement tools, but also dissemination of research evidence on T&L and quality issues in general.

3.3. Contribution to the further development of courses and programmes at Uppsala University

3. *What future plans do you have with regard to your contribution to the further development of courses and programmes at Uppsala University?*

- Careful prioritisation and coordination of evaluations to be carried out will continue, to avoid information overload and evaluation fatigue. Any new means of follow-up have to be feasible and cost-effective and replace old ones, not be added to them. There will also be continued efforts to increase the following-up on results from evaluations.

- A potential model for comprehensive, systematic evaluations of study programmes will be developed during the fall. Inspiration will be sought from other universities. The model has to be cost effective, i.e. it should not cause too much burden on staff, and be relevant for action.

- The introduction of a university-wide student barometer will be considered. If so, preliminary discussions point to it being themed and simultaneously run at UU and Lund University. This will allow for in depth query on topics of strategic importance, which may vary from one time to another, and benchmarking not only between different parts of UU but with another university.

- Ways of further empowering student representatives as partners in "quality work" will be identified. For example, more effort will be made to specifically target student representatives as change agents in relation to the effective use of course evaluations. Poor feedback on the results of course evaluations, and actions taken, is still a common complain. Specific attention will be paid to the international student body, since it holds students that are not at all familiar with direct student involvement.

- All units that are specifically tasked to contribute to quality enhancement and quality assurance activities should be even better coordinated than today. From the point of view of the unit, closer collaboration will be sought with Kompetensforum. Effective leadership is central to most quality enhancement activities, and these units should therefore work closely together.

- Closer collaboration will also be sought with corresponding units at other universities.

3.4. Collaborations – current and future

4. What collaborations do you already have, and what collaborations do you aim at developing/establishing during the coming years to strengthen your contribution to the quality of courses and programmes at Uppsala University?
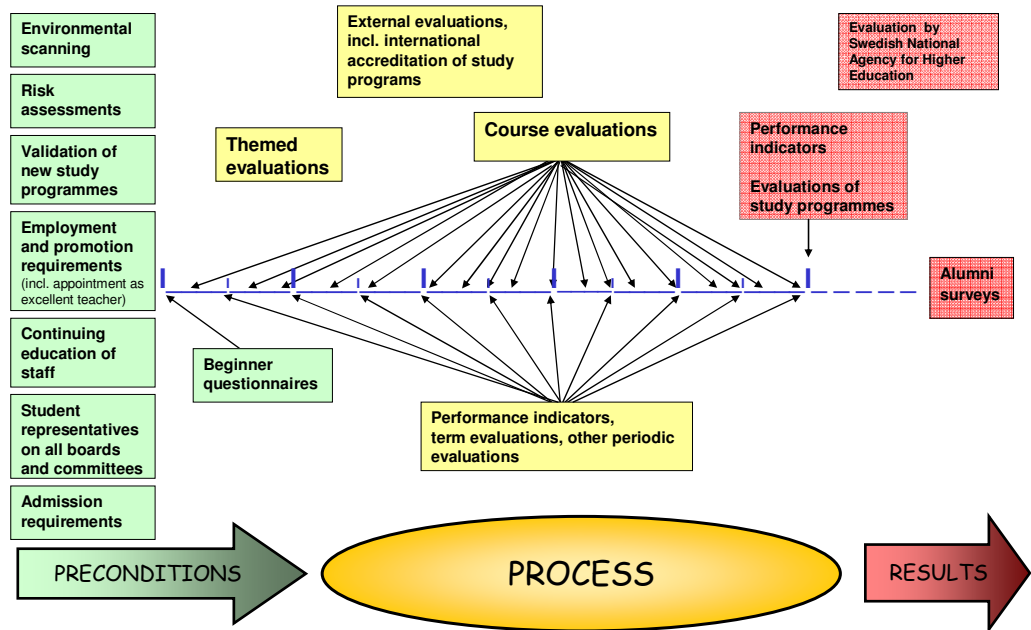The unit's activities carried out in collaboration with the university management, domains, faculties, departments, student associations and other support functions in the University Administration such as PU, ULL and Kompetensforum. The collaborations with PU and ULL are close and productive, while there is room for further development with regard to Kompetensforum. An example of a close collaboration between an academic department and the unit, is the joint work on following up on international alumni that is carried out together with researchers at the Department of Information Technology.

In some cases the collaboration is external, such as the national benchmarking exercise with Lund University and the University of Gothenburg. Continuous exchange is also made between our unit and the Office of Evaluation at Lund University and the corresponding functions at Gothenburg University. For example, we just recently initiated a Nordic network on ranking issues together with our colleagues at Gothenburg University. Further, we plan a joint alumni survey of former master students with Lund University. Another important national network is that of "quality coordinators" at all Swedish higher education institutions. The Director's involvement in SUHF also contributes to the outlook (See 2.2.) We also have contacts with individual national and international experts in the areas of quality in higher education, institutional research and pedagogical development.
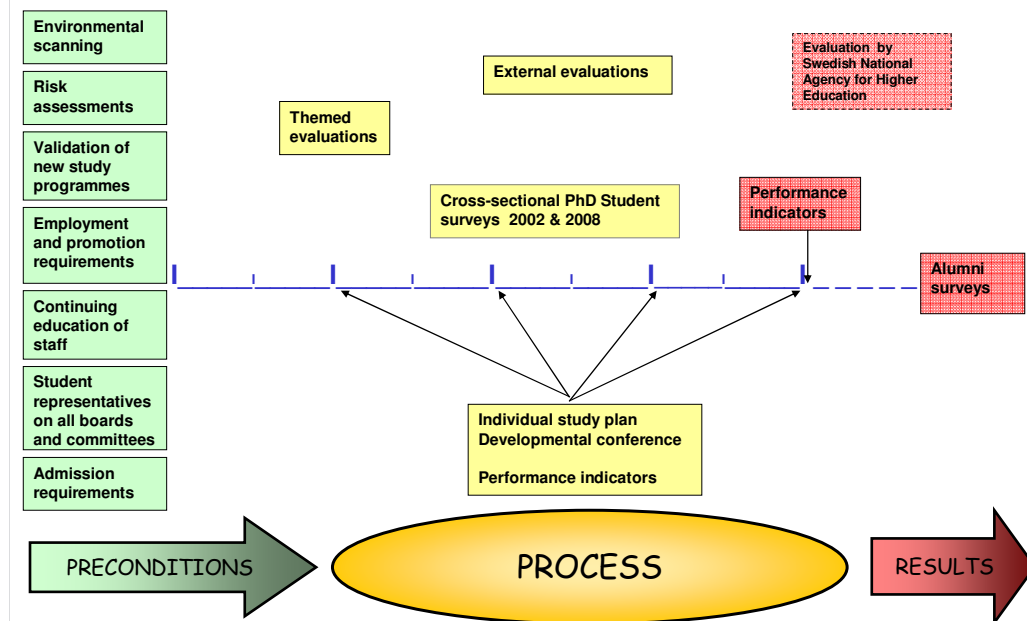
As a next step, we would like to increase peer exchange internationally with universities and share experiences on successful ways of working with quality enhancement and quality assurance, as well as lessons learned the hard way. As described above, we also want to strive for an even tighter collaboration between all units/divisions that have support of quality enhancement as their main focus.

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UUs evaluation system – first and second-cycle studies

Environmental scanning

Risk assessments

Validation of new study programmes

Employment and promotion requirements (incl. appointment as excellent teacher)

Continuing education of staff

Student representatives on all boards and committees

Admission requirements

External evaluations, incl. international accreditation of study programs

Themed evaluations

Course evaluations

Evaluation by Swedish National Agency for Higher Education

Performance indicators

Evaluations of study programmes

Alumni surveys

Beginner questionnaires

Performance indicators, term evaluations, other periodic evaluations

PRECONDITIONS

PROCESS

RESULTS

UUs evaluation system – third-cycle studies

Environmental scanning

Risk assessments

Validation of new study programmes

Employment and promotion requirements

Continuing education of staff

Student representatives on all boards and committees

Admission requirements

Themed evaluations

External evaluations

Evaluation by Swedish National Agency for Higher Education

Cross-sectional PhD Student surveys 2002 & 2008

Performance indicators

Alumni surveys

Individual study plan
Developmental conference

Performance indicators

PRECONDITIONS

PROCESS

RESULTS

Carin Eriksson Lindvall

2012-06-13

Report from the Division for Development of Teaching and Learning at Uppsala University

Support of development work within KrUUt 10–12

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Answer to question 1: In what way does your unit/equivalent contribute (directly or indirectly) to the quality of courses and study programmes at Uppsala University?[2]

The Division for Development of Teaching and Learning (PU) is part of the University administration and receives its assignments directly from the University Director. The mission of PU is to promote educational development throughout Uppsala University. Operations are largely anchored in the programme *Teaching and Learning at Uppsala University*.

The principal assignments are to foster the development of teaching and learning and thereby the quality of education at the first, second and third cycles (bachelor, master, doctoral levels) at Uppsala University by:

- providing teacher training and other efforts prescribed by the University's educational programme, and to continuously develop this programme in accordance with operational needs and new findings in the field.

- continuously monitoring national and international developments in the field and inform others about them, and to initiate and implement developmental and trial activities prompted by them.

- otherwise providing support in accordance with operational needs and demands.

Activities

Answer to question 2: Describe any activities of your unit/equivalent that are specifically linked to the implementation of Teaching and Learning at Uppsala University, Guidelines for Educational Activity and Development.

As mentioned, PU operations are largely rooted in the UU teaching and learning programme. We are continuously working with the implantation of the Guidelines. All our activities are

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[2] We have chosen to structure our report by the questions asked.

based in the Programme. As we have a wide range of activities we reach many teachers. Examples of activities accomplished in previous year (2011):

- Basic course in Teacher Training (12 courses, 3 of which in English. In total 292 participants)
- Workshop, teaching for sustainable development (4 occasions in collaboration with Swedish University of Agricultural Sciences, SLU)
- Lunch seminars for educational leaders (4 occasions, 85 participants), and 2 seminars for strategic educational leadership
- Pan-University conference educational development conference (178 participants)
- Net-based teacher-training course (new course in collaboration with UmU
- Presenting science (1 course)
- Supervision at the 1st and 2nd cycles (3 courses, 64 participants)
- Supervision at the 3rd cycle, (4 general courses, one of which in English, 87 participants)
- Supervision at the 3rd Cycle (2 subject-specific courses at the Faculty of Science and Technology)
- Supervision in practices and clinics (1 course in collaboration with the Södermanland County Council and 1 course in collaboration with the Gävleborg County Council)
- Mentoring course for experienced teachers (1 course)
- Seminar series on practical teaching (3 occasions, 67 participants) General seminars on e.g. reflection as a teaching tool, academic writing, legal issues, teaching qualifications (more than 130 participants)
- Compiling a portfolio of teaching qualifications (1 net-based course, in collaboration with UmU)
- Serving as a teaching consultant (1 course, in collaboration with LU, SU and UmU)
- Collegium of Mentors, 5 training events/meetings (including closing dinner with invited speaker).
- Research Supervisors Network, 1 seminar

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As an illustration of our work, a presentation of Teachers Training Course (in the English version), as expressed in the invitation, follows:

Course Information
Point of departure for the course will be participants´ training needs for teaching students in higher education of Sweden, as well as participants´ desires to better understand the everyday life of a academic teacher.

Target Group
The course is designed for international and Swedish university teachers (including postgraduate students with teaching duties) who are obliged to teach and/or tutor/supervise undergraduate and postgraduate students in Sweden.

Aims
The overall aim of the course is to strengthen the quality of the education at Uppsala university by facilitating development of the participants´ competences regarding their planning and management of the teaching and learning process.

Prerequisites
No specific prerequisites. Some experience of teaching is, of course, advantageous.

Extent
Working hours of the course correspond to five weeks of full-time training (12 days in session, 13 days of homework and group assignments), but are scheduled over a period of seven weeks.
The course is divided in six blocks, where the first (1) block is an individual, preparatory reading assignment.
The following blocks (2, 3, 4) are scheduled for three weeks in a row and comprises nine days in session and three days for homework and group assignments. The fifth block (5) lasts for another three weeks and is to a high extent meant for web based learning; here eight days are allocated for homework and group assignments. The finishing block (6) contains three days in session during the final week.

The scheduled sessions start at 9.00 (sharp) and finishes – at the latest – 16.30.

Apart from the preparatory assignment during the first block, there are also a number of other assignments – including a longitudinal project work. During the course, the trainees are expected to attend every session and to work in and out of session with assignments given to them.

Content

The course comprises the following components, among others:
- *Teaching and learning in higher education; theory and practice*
- *Planning, delivery and evaluation of teaching and learning activities*
- *Examination/assessment/testing and course assessment/feedback/evaluation*
- *Teacher – student interaction*
- *The regulatory framework of Swedish university education*
- *Practical teacher training by means of video-recording*
- *Project work*

Preparations
Before attending the first course session (see date below), you are asked to fulfil a preparatory assignment. This assignment corresponds to the first block of the course and implies that you read selected parts of the course literature and write a short text with your reflections on the contents.
Regarding the design of the course, it is assumed that working with tasks and assignments which are integrated into your own teaching reality is most worthwhile. In doing so, theory is applied to practice and everyday teaching efforts. You will therefore be required to submit some materials in the Learning Management System, well before the course starts.
Further information regarding the Learning Management System and what to submit will be given upon acceptance and final notification.

In addition to the activities above the Division offers Consultative support to enhance the UU teaching and learning programme. These consultations are most often department-sited seminars/workshops. At 2011 a total of more than 120 activities were accomplished. These activities reached more than 1 550 participants. Themes of activities; 26 about supervision, 26 about examination and grading criteria, 23 about course development and general educational development, and 17 about various aspects of diversity. During 2010 and 2012 similar activities were conducted.

The Division also work with the process of University's distinguished teaching awards.

Educational collaboration

Answer to question 3. Educational collaboration across disciplinary boundaries is a prioritized area in KrUUt1. How can your unit/equivalent contribute to the further development of cross-disciplinary courses and study programmes?

Most of our activities have participants from different disciplines of Uppsala University. The Division's activities constitute a meeting place for employees at Uppsala University. The participants meet across disciplinary boundaries, create new networks and

exchange experiences with each other. This can be emphasised as of specific value and contribute to the further development of cross-disciplinary courses and study programmes. Our programmes, courses and consultancy support are often founded on an interdisciplinary base through our staff; teachers and researchers from different disciplines.

Research- teaching linkages

Question 4: Ensuring research-teaching linkages in courses and programmes is another prioritised area in KrUUt. How can your unit/equivalent contribute to the further strengthening of the research-teaching linkages in courses and programmes at Uppsala University?

Research-teaching linkages in our own activities are of most importance. We emphasise the need for research based teaching and our methods of training are research based. We are continuously monitoring national and international developments in the field and inform others about them in the conceptual line of SoTL or Scholarship of Teaching and Learning.

In our own programmes we emphasize the needs for teaching being founded on a scientific and scholarly base as well as on tested and practice-based experience. This implies that we follow research developments in the field and include different perspectives in our own teaching methods.

Further plans

Answer to question 5: What further plans do you have with regard to your contribution to the future development of courses/programmes at Uppsala University?

As mention above, our mission is to work with the implementation of the Guidelines through our future activities. As our goal is to provide high quality teacher training and other efforts prescribed by the University's educational programme we continuously work to develop this programme in accordance with operational needs and new findings in the field. We are highly committed to providing support in accordance with operational needs and demands.

The Division and Kompetensforum (Office of Leadership and Organizational Development at Uppsala University) continuously coordinate activities in order to supplement each other's offer, to provide efficient competence development and training throughout the whole university. To some extent, the Division is also involved in coordinating supplementary activities together with the Unit for Quality and Evaluation, as well as the Division for Contract Education.

Participation in networks and other collaborations

Answer to question 6: What collaborations do you already have, and what collaborations do you aim to develop/establish during the coming years to build up your contribution to the quality of courses and programmes at Uppsala University?

Internal collaborations within the University

The Division has extensive internal collaborations in programmes and in consultancy work. Our objective is to develop and strengthen in several different ways our support to core activities, but also to develop the direct collaboration between different parts and bodies of the University.

External collaborations

Besides those mentioned above, in activities and consultancy support, the Division collaborates in national and international networks. During previous year the Division served as chair in SUUN's group for educational development, carried out joint personnel meetings in the sector. The Stockholm-Uppsala region is one of the leading regions in Europe within knowledge-intensive sectors. The region contains six universities that represent close to half of Sweden's research volume. These six universities form the network known as the Stockholm-Uppsala University Network (SUUN):

- Stockholm School of Economics

- Karolinska Institutet

- KTH Royal Institute of Technology

- Stockholm University

- Swedish University of Agricultural Sciences

- Uppsala University

The vision of the University Network is to hold a position as one of the leading knowledge regions in the world through the assembled research strength and quality in the educational programmes at the universities in the Stockholm-Uppsala region.

The Division has in 2011 coordinated a national network for teaching and learning activities and a Nordic conference (SCORE) for research supervisors. During previous years we have received visitors from other universities, both Swedish and foreign, wishing to look at the UU model for university-wide teaching and learning.

In 2012 we have been the host of the U4 programme. The U4 network is a collaboration programme between four European universities: Ghent University, University of Göttingen, University of Groningen, and Uppsala University. The U4 network was formed in 2008, and has since been used within collaboration for international projects, research, education and exchanges.

In 2012, we hosted on a premier basis the three-day U4 mini-leadership workshop on 'International Perspectives in Teaching & Learning' (IPT&L). The U4 stands for a collaboration programme between four European universities: Ghent University, University of Göttingen, University of Groningen, and Uppsala University. The U4 network was formed in 2008 in Groningen, and has ever since been used for collaboration within international projects, research, education and student exchange.

IPT&L in Uppsala was directed towards teaching coordinators and curriculum developers within the four university administrations engaged in working with Bachelor's and Master's degree programmes from an international point of view. The key idea was to allow for exchange and sharing of ideas, experiences and best practices between the universities concerned.

Carin Eriksson Lindvall

2012-06-14

Kompetensforum
Report of support to development work within KrUUt 10–12

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The Kompetensforum's contribution to teaching quality

Answer to question 1: In what way does your unit/equivalent contribute (directly or indirectly) to the quality of courses and study programmes at Uppsala University?[3]

The Office of Leadership and Organizational Development (hereafter Kompetensforum) provides skills enhancement for managers and leaders at all levels within Uppsala University. The target group for our main programmes is composed of department heads and deputy department heads, although directors of studies also often participate. The groups of leaders that frequently take part in our courses include directors of studies, directors of research and course-coordinator teachers. The vice-chancellor's description of the department head's assignment (UVF 2004/964) contains the following:

"Activities at Uppsala University are dependent on the way that department headship and leadership are exercised. A professional organisation such as the University requires good managers and leaders."

The report "Learning Our Lesson: Review of Quality Teaching in Higher Education"[4] from the OECD includes the following:

"Leadership at executive levels is a success factor. The participation of faculty deans is vital, as they are at the interface between an institution's decision-making bodies and teachers on the job."

From the latter quotation, one can draw the conclusion that good leadership can indeed be very important as such, but that it also ultimately contributes to better teaching quality when managers and other leaders form an interface between the decision-making process and active teachers. This should be a central feature for a professional organisation such as the University, where one of the core activities is education.

According to Hattie[5], there also exists a direct link between leadership and what could be called "teachership". In the same way as leadership is described as a process that arises between the leader and those who are led, the term teachership can be perceived as a process where teaching and learning take place. This implies that a person *is not* a teacher, i.e. a person who teaches something, but a person who in their role creates prerequisites for others to learn. In other words, good teachership is required in order to succeed well in the role as teacher, which by its character can be compared with good leadership.

The principal task of the Kompetensforum is to initiate and carry out development measures oriented towards management positions at all levels within the University. We work with different types of development measures at individual and group level. We offer management courses, leader-development programmes, group development and guidance. This implies that the Kompetensforum's activities contribute *directly* to developing and strengthening leadership at all levels within Uppsala University, while *indirectly*, the Kompetensforum's activities contribute to developing and improving the quality of teaching. Within this context, the Kompetensforum's activities can also be perceived as providing support.

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[3] We have chosen to structure our report by the questions asked.

[4] www.oecd.org/dataoecd/52/23/44058352.pdf

[5] Hattie, John, 2011, Visible Learning for Teachers - Maximizing Impact on Learning, Routledge, London.

Programmes, courses and other activities

Answer to question 2: Describe any activities of your unit/equivalent that are specifically linked to the implementation of Teaching and Learning at Uppsala University. Guidelines for Educational Activity and Development.

The Kompetensforum's activities provide support to managers and other leaders. It is therefore difficult to give examples of any specific measures within the framework of the educational programme. Instead, we will briefly describe the activities we provide for managers and leaders, and the related central themes.

In some of our activities set forth below, gender is a theme that the participants specifically discuss and reflect upon. However, just because this is not done in all activities does not mean an absence of gender-awareness. The formulation and manning phase of all of the Kompetensforum's activities includes gender-awareness, which to a degree is expressed tangibly in the choice of lecturers and course leadership.

The Kompetensforum's programmes

Management Programme
The Management Programme is compulsory for department heads and deputy department heads, and includes the Basic Programme for Managers as well as short courses with the Financial Board Game, Law in Practice and Labour Law (which are briefly described later in this document).
Basic Programme for Managers

The objective of Uppsala University's Management Programme is for the participants to obtain greater knowledge of the responsibility and powers involved in a managerial role, as well as the laws and regulations in force at the University. Subjects covered include work environment, finance, organisation, operational planning, personnel, law and equality. Gender and leadership are also included in order to increase gender-awareness. The programme also provides prerequisites for the development of their own leadership and to offer support in the leadership role based on individual needs. Time is set aside for discussion and reflection regarding the specific circumstances and conditions of academic leadership, and all participants are offered individual guidance and the opportunity to participate in mentor programmes. A visit to a foreign university is included.

Leadership Programme for Women

A special Leadership Programme for Women has been created in order to increase the proportion of women in leading positions at Uppsala University. This leadership programme is oriented only towards women, because women do not gain promotion to the same extent as men within academia. The programme starts with personal leadership and the importance of good communication. Issues regarding the dynamics, power and conflict of groups are included in the programme. Particular focus is placed on leadership in knowledge-intensive environments, where creativity and change are vital. Questions related to academic culture

and gender are integrated as a common theme throughout the programme. Each participant is offered individual guidance in addition to the joint programme. A mentor programme for the participants starts at the end of the principal programme.

To Develop as a Leader
To Develop as a Leader is a course oriented towards managers and leaders at all levels other than department head and deputy department head. They can be administrative managers, study coordinators, directors of research, and supervisors at all levels within Uppsala University. The objective is to increase the participants' knowledge of leadership and groups, as well as to develop their ability to lead an activity. The course includes four meetings that, among other things, embrace the following areas: situation-adapted leadership, management by objectives, delegation of responsibility and authority, feedback as an instrument for leadership, meeting-efficiency and team development, personal development dialogues as a tool, as well as problem discussions. One day is also devoted to conflict management within the framework of the course.
Leading Universities in a Global Context

Leading Universities in a Global Context – the U4 Leadership Programme is organised in cooperation with the U4 members composed of the universities of Ghent, Groningen, Göttingen and Uppsala. The aims of the leadership programme are to develop and share knowledge and experience of international trends, problems and solutions. The target group is senior executives within the U4 universities.

This programme includes quality in a university's curricula, how students choose a particular programme, and the significance of internationalisation for students.

Short courses

Financial Board Game
Uppsala University has developed a course that uses a university-adapted financial board game. Events are simulated on the board, translated into financial terms, and interpreted in financial reports. The course deals with basic financial concepts and the University's financial model. The Financial Board Game illustrates the financial preconditions required for appropriation-financed activities, grants and assignments. The game can also be provided in a shortened version where specific needs can be addressed. A special one-day course was recently arranged for the chemistry institutions' new study coordinators for training at basic and advanced levels.

Law in Practice
This course focuses on the laws and regulations that govern the University's activities, because department heads and other managers are required to be familiar with the principal stipulations of the relevant legal areas. The areas with which it is particularly important to be familiar are the University's role as a public authority, employer and contractual party. Moreover, one and the same matter could concern several areas, for example what is public in an assignment agreement and when one may use results from a research project. This course deals with several areas that are directly related to the educational activities at the University, such as exercise of authority in the form of admission and examination, as well as other areas such as publicity and confidentiality.

Labour Law

The focus of this course is on the areas of labour law that have the most significant relevance for managers within the University. Managers at the University have an employer's responsibility, and are often faced with situations regulated by labour law. Themes concerned include who may recruit and how, and how to proceed with terminations and transfers of personnel. In addition to the course aiming to provide greater knowledge about specific areas within labour law, a sub-objective is to elucidate the strategic importance of labour-law tools in the development of the University's activities.

Leading Groups

The aim of this course is to provide basic knowledge of the role as group leader and to learn more about how a leader can get a group to function better and work more efficiently. The objective of the course is also to provide knowledge about how a leader can work with change and development processes and to contribute to personal development in the role as group leader. The course includes themes such as group processes and development, roles and status in groups, as well as communication and conflicts in groups. All of the themes relate to a good teaching situation. The course is therefore also oriented towards teachers with responsibility for teacher groups and study-coordinator groups.

Conflict Management

The objective of this course is to increase the participants' ability to discover and manage problem situations and different types of conflict. Research shows that the earlier a conflict is handled, the greater the chances will be of solving it in a constructive way. When conflicts are

not discovered and managed constructively, there is a greater risk that they will escalate. Factual conflicts also tend in time to grow into personal conflicts, which are more difficult to solve as more emotions become invested in the problem.

Practical Project Management

Practical Project Management is an intensive basic course that provides the participants with a comprehensive view of project work. The course focuses on the role of project manager, and emphasis is placed on simple practical tools that can be used directly in one's work. The entire project flow is studied, with particular stress on the preparation phase, i.e. how to plan a project in an effective way. This course is oriented towards a broad target group composed of personnel active within both teaching and research.

Communication and Leadership

Practicing one's communication skills increases the prerequisites to succeed as manager or leader. This course creates understanding of how communication can be effectively used within leadership, and is oriented towards a broad target group composed of personnel active within both teaching and research.

Supervising in a laboratory

This course is oriented to laboratory personnel (laboratory assistants, BMAs, research engineers) who supervise degree-project students, doctoral students, guest researchers, etc. and feel a need to further develop this ability together with colleagues in equivalent positions. The participants are expected to actively participate, and the course is founded on their practical experience within their own activities. Lectures are interwoven with work in small groups where current and practical problems related to supervising are studied. Subjects taken up include teaching methods within guidance and supervision, cross-cultural communication, communication preferences and interplay patterns, legitimacy in the role, managing conflict situations, etc.

Course for study administrators

This skills-enhancement course that started in the spring of 2012 is oriented towards personnel with course- and study-administrative tasks. The course is designed for participants who feel they wish to develop in their role within study administration together with colleagues from other scientific areas. The participants are expected to actively participate, and the course is founded on their practical experience within their own activities. Theory is integrated with practical exercises. The course is given in collaboration with the Division for Development of Teaching and Learning (PU) and the Kompetensforum.

The course embraces the following areas: The professional role from various perspectives, the exercise of public authority and requirements with regard to course administration, communication and dialogue within the professional role, interacting systems, conflict management, interpretation and understanding of economic contexts and project employeeship.

Open seminars

The objective of the Kompetensforum's open seminars is to provide inspiration and create thoughts about new and exciting themes. External lecturers are also invited to take part, often with a completely different principal theme than leadership. The open seminars are primarily oriented towards managers and leaders, although plans are now in progress to also invite employees of all categories within the University with regard to themes related to employeeship, communication and group processes. The open seminars are a supplement to the general range of courses offered by the Kompetensforum.

Individual guidance, leadership coaching and career development

This part of the Kompetensforum's activities is primarily oriented towards managers and leaders within the University, although teachers may also participate.

Leadership coaching implies an opportunity to substantiate ideas via discussions in order to facilitate practical and conscious conduct. The task of the coach is to support actions to strengthen in different ways a person's own ability to act and to identify various alternatives, while simultaneously never "fixing" things for a person they are coaching. The purpose of the coaching is to provide scope for inquisitive and focused thought.

Career development/coaching is offered to all employees within all areas of the University. A career does not always imply taking a step upwards, but can also mean diversification, becoming more focused, or perhaps a change of orientation. With today's rapid pace of change, we often need to think about our own development, strengths, skills, goals, network, etc. in order to be able to make active choices in our own professional situation. The process is founded on individual meetings interwoven with various tasks. There may be just a few meetings or quite a number of meetings, and the content is always based on the relationship between the person and their work.

Support for development dialogues and mentor programmes

A strategically important part of the Kompetensforum's activities is to support managers and employees when holding development dialogues at Uppsala University. We also work with various types of mentor programmes, linked to training programmes or independent courses that have the objective of strengthening people in their management and leadership roles. We assist with support materials during both of these processes, and managers and leaders may contact us for guidance or when they need a sounding-board.

Collaborations across disciplinary boundaries

Answer to question 3 (and 4): Educational collaboration across disciplinary boundaries is a prioritised area in KrUUt1. How can your unit/equivalent contribute to the further development of cross-disciplinary courses and study programmes?

The Kompetensforum's activities constitute a meeting place for employees at Uppsala University where they can meet across disciplinary boundaries, create new networks and exchange experiences with each other. In the course evaluations used after completion of the Kompetensforum's courses and programmes, the participants often emphasise that a significant value of the course – apart from the actual content – is to meet colleagues from other disciplines and institutions. When the Kompetensforum invites participants from different disciplines to its courses, both from teaching and research, prerequisites are created for new contact surfaces and an opportunity to further develop the interface between teaching and research.

Moreover, our programmes and courses are often founded on an interdisciplinary base through teachers and researchers within different disciplines directly taking part via lectures and other contributions.

Question 4: Ensuring research-teaching linkages in courses and programmes is another prioritised area in KrUUt. How can your unit/equivalent contribute to the further strengthening of the research-teaching linkages in courses and programmes at Uppsala University?

It is difficult for us to provide anything specific regarding this question, although our response to question 3 also applies here.

Future plans

Answer to question 5: What further plans do you have with regard to your contribution to the future development of courses/programmes at Uppsala University?

Carin Eriksson-Lindvall, who has been head of the Kompetensforum since 2008, is also head of the Division for Development of Teaching and Learning (PU) since 2012. The Kompetensforum and PU continuously coordinate their activities in order to supplement each other's offer. Through Carin now being head of both the Division and the Forum, it will be easier in the future to plan and coordinate internal skills enhancement programmes within each operational area. One example of a joint project between the Kompetensforum and PU is a programme for course administrators.

Participation in networks and other collaborations

Answer to question 6: What collaborations do you already have, and what collaborations do you aim to develop/establish during the coming years to build up your contribution to the quality of courses and programmes at Uppsala University?

Internal collaborations within the University

As stated in previous questions above, the Kompetensforum has many extensive internal collaboration programmes. Our objective is to develop and strengthen in several different ways our support to core activities, but also to develop the direct collaboration between different parts of the University.

External collaborations

The Kompetensforum's employees take part continuously in several different networks and other collaborations.

SUUN

The Stockholm-Uppsala region is one of the leading regions in Europe within knowledge-intensive sectors. The region contains six universities that represent close to half of Sweden's research volume. These six universities form the network known as the Stockholm-Uppsala University Network (SUUN):

- Stockholm School of Economics
- Karolinska Institutet
- KTH Royal Institute of Technology
- Stockholm University
- Swedish University of Agricultural Sciences
- Uppsala University

The vision of the University Network is to hold a position as one of the leading knowledge regions in the world through the assembled research strength and quality in the educational programmes at the universities in the Stockholm-Uppsala region.

U4

The U4 network is a collaboration programme within four European universities: Ghent University, University of Göttingen, University of Groningen, and Uppsala University. The U4 network was formed in 2008, and has since been used within collaboration for international projects, research, education and exchanges. Collaboration has existed since 2011 through a leadership development programme where senior leaders from all participating universities attend. The individual universities have particular responsibility for the following subject areas:

- The Humanities (Ghent)
- Life Sciences (Groningen)
- Social Science and Law (Göttingen)
- Engineering and Natural Sciences (Uppsala)

LOD

The LOD network is a collaboration programme for university-employed competence developers. The network meets to exchange experiences and to provide each other with suggestions and ideas. Joint study tours are organised, as well as workshops and seminars.

NUAS

The aim of the Nordic Association of University Administrators (NUAS) is to contribute to improving universities and to strengthen the spirit of solidarity among Nordic university administrators. NUAS' activities are ruled and planned by the university directors in the governing body.

A total of 61 Nordic universities and university colleges are currently members of NUAS. One precondition for membership is that the university or university college is deemed in its home country to possess teaching and research competence at university level, as well as postgraduate research studies and the right to award doctoral degrees. Membership is subscribed to by the head of administration (university director or registrar).

Uppsala Learning Lab

Uppsala Learning Lab överlämnar härmed den redovisning av sitt stöd till det pedagogiska utvecklingsarbetet vid UU, med vilken utvärderingschef Åsa Kettis 2012-04-05 anmodat oss och andra enheter och avdelningar att inkomma.
Redovisningen är, som begärt, avfattad på engelska och disponerad enligt de sex frågor som angavs i anmodan.

1. In what way does your unit/equivalent contribute (directly or indirectly) to the quality of courses and study programmes at Uppsala University?

Since its inception, in 1999, Uppsala Learning Lab (ULL, home page at http://www.ull.uu.se/?languageId=1) has had a special responsibility for the promotion of e-learning within UU. In 2012, this includes providing staff with

- a number of resources for e-learning

- pedagogical advice and ideas

- training

- support

- a meeting-place for the exchange of ideas and experiences

Details about how this work is carried out, and how it may benefit the quality of courses and study programmes, are given under the following points. Here, its contribution to quality issues may be briefly summarized in general terms, well-known to practitioners of e-learning:
Pedagogical flexibility, as the addition of IT-based structures and functions to the traditional "toolbox" provides teachers with more options for identifying and meeting student needs and for facilitating and evaluating learning within growing and increasingly heterogeneous student groups
Collaborative and activity-promoting learning and teaching, as web-based resources make teamwork and other forms of interactivity easier for students and teachers alike, across geographical and institutional boundaries
Life-long and distance learning, which is rendered both more accessible and more dynamic to widening circles of students
An extended knowledge base, as the many excellent educational resources on the www are brought into the university's physical and web-based learning spaces
Well-structured information, as easy access to course information and course material allows students to organize their work more efficiently
The potential of e-learning is great, but our stated aim is not to maximize the use of IT-based resources on every course within UU. We insist, however, that all teachers should be knowledgeable about the various possibilities offered by these resources, and should be able to consider their inclusion on their own courses as naturally as they consider traditional ways of teaching.

2. Describe any activities of your unit/equivalent that are specifically linked to the implementation of Teaching and Learning at Uppsala University. Guidelines for Educational Activity and Development

Mere access to various IT-based services does not, per se, guarantee an increased quality of teaching and learning activities. The point of departure for ULL's work is, rather, how we can assist teachers and other staff in developing contexts within which these services become pedagogically meaningful. This focus is mirrored by the fact that ULL's staff includes experienced teachers from various disciplines, and is expressed through the following activities:

Resources for e-learning

http://www.ull.uu.se/systems_support/?languageId=1

The Guidelines' point 1.2.4, which regards the use of "appropriate information and communication technology" when this "favours students' learning and facilitates communication" is at the core of ULL's activities. In particular, two of the resources for which ULL is responsible should be mentioned: the Student Portal and ULL's hall, the laboratory classroom.

The Student Portal (http://www.ull.uu.se/systems_support/studentportal/) has, since 2007, grown to become the principal way for the students to access UU on-line. Developed by ULL, its automatic creation of web pages for every course offered has contributed, decisively, to a rapid increase in staff on-line presence, as students look, as a matter of course, to the Portal for information, and for access to course material.

In terms of interactivity, the Portal has, so far, offered a limited number of functions for communication (mainly mail and discussion forums). However, through Adobe Connect, a nationally adopted system for e-meetings, for which ULL is responsible locally, many more features (on-line meetings, instant file sharing, collaborative writing, chat) can easily be made available from within the Portal. The need for feed-back (cf. Guidelines' point 1.4.3) will be well served by a new function, specifically designed for providing teacher feedback on individual students' work, which will be launched in the Portal during autumn, 2012. It also includes the possibility to easily share work within a group, and so facilitates peer review of material, submitted by students.

The Portal also includes a tool for course evaluations, designed from specifications made by a user group, set up by ULL. The group included, prominently, staff from the university's Quality and Evaluation Unit, in order to ensure that the tool would meet the requirements, stipulated by the central Guidelines for course evaluations. Thus, the Student Portal also has a role to play in relation to point 2.2.2, Continuous Follow-up and Feedback.

Much of ULL's work concerns the Guidelines' point 1.2, Activity-Promoting Forms of Teaching. In *ULL's hall* (http://www.ull.uu.se/it_teaching/laboratoryclassroom/) , we give advice and support to teachers who wish to use its combination of interactive whiteboards and flexible furniture, in order to develop courses and forms of teaching that "stimulate student activity, promote in-depth learning and encourage cooperation" (1.2.1). We discuss and plan classes together with the teachers who come to the hall, we participate as observers during classes, we evaluate the outcome afterwards, together with the teachers, and present the results to others. After two academic years, the hall is now widely known within the University, and is attracting an increasing number of teachers, who can place booking requests on-line (http://www.ull.uu.se/it_teaching/laboratoryclassroom/Booking+request/).

Pedagogical advice and ideas

ULL's teachers also contribute, more generally, to UU staff professional development (Guidelines, point 3.3) by acting as advisors. Assistance is offered on a departmental level, but also to groups of teachers, or to individual teachers, time permitting. As in our hall, we stress the primacy of pedagogy over technology, and seek to suggest solutions that have proved successful to other teachers.

Point 3.3 is also served by ULL's seminars. Every term, ULL offers a series of six or seven seminars, which are open to all staff and which deal with various aspects of e-learning: teaching experiences from the hall, pedagogical debate, technical trends, legal or societal issues, etc. The current series can be found at http://www.ull.uu.se/Courses_seminars/seminars/

Training
http://www.ull.uu.se/Courses_seminars/

Still within point 3.3, opportunities for professional development are also provided through ULL's courses. They include some that focus on pedagogy, and others that train staff in the use of a particular resource, such as the Student Portal. Courses are given on a regular basis at ULL, but can also be given on-demand, and be customized to the needs of a particular department or group of teachers, e.g., for developing a new distance course.

ULL also plays a part within Guidelines point 3.1, Basic Educational Training. Since a number of years, ULL's teachers have been invited by the Division for Development of Teaching and Learning to be responsible for presenting and discussing e-learning issues on two of their courses: the Academic Teacher Training Course and Supervising PhD Students.

Support
http://www.ull.uu.se/systems_support/?languageId=1

The support, offered by ULL to users of the Student Portal and other systems, should, indeed, be included as one part of our contribution to the university's quality work. There is no better way if you want to quickly identify areas where improvement of certain IT-based services is needed, and at ULL, teachers are included in the support group, which collaborates closely with the programmers, who develop the Portal at ULL. Furthermore, only the knowledge that professional support is readily available will make larger numbers of teachers willing to develop their courses, and try out new methods of teaching, in accordance with Guidelines' point 1.2.4.

A meeting-place

Lastly, ULL has come to be one of the centrally placed arenas within UU where teachers come and learn from each other, directly or with ULL's staff as brokers. Seminars, courses, sessions in ULL's hall, workshops etc. offer opportunities for exchanging experiences and learning from colleagues. In this way, ULL also plays a significant role within the Guidelines point 2.3, Peer-cooperation and Exchange of Ideas.

3. Educational collaboration across disciplinary boundaries is a prioritized area in KrUUt. How can your unit/equivalent contribute the further development of cross-disciplinary courses and study programmes?

Within this area, ULL's contribution is, largely, indirect: we may, occasionally, serve as a meeting-place for groups of teachers who develop new courses, and we provide, through the Student Portal, functions that facilitate the running of cross-disciplinary courses. One area where we may play a more active role is on courses that engage teachers and students from several universities. Apart from being locally responsible for Adobe Connect, we have seen an increasing interest from many departments in video conferencing, for which ULL has acted as host on many occasions. As a result of this, we have recently initiated a discussion about the need for access to both equipment and support for video conferencing in more places within UU.

4. Ensuring research-teaching linkages in courses and programmes is another prioritized area in KrUUt. How can your unit/equivalent contribute to the further strengthening of the research-teaching linkages in courses and programmes at Uppsala University?

For various reasons, and in contrast to ULL's first years, research now plays a minor part in our work. One exception is the EU-funded project ROLE (Responsive Open Learning Environments (http://www.ull.uu.se/projects_reports/projects/ROLE/?languageId=1), directed towards learner-created contexts, which has been tested on an actual course at the Department of Informatics and Media.

With ULL's hall, this is, perhaps, changing. ULL's teachers have little time to engage in research, but the observations and experiences made by us, and by the teachers who come to the hall, may attract researchers. An example is offered by a course from the Department of Information Technology, which was run in the hall. ULL staff contributed with observations to an analysis, carried out by the course's teachers, of student use of collaborative technology. The analysis has resulted in two papers, accepted for the 2012 *Frontiers in Education Conference* (http://fie2012.org/). During the next academic year, we will seek to establish firmer contacts with researchers from the Department of Education, and with teachers from other departments with a research interest in didactics, and invite them to the hall.

Yet another opportunity is offered by the partially new role which ULL's teachers will play within the Academic Teacher Training Course, which is currently being revised by the teachers at the Division for Development of Teaching and Learning. From being an "add-on" to the course, the practice, method and theory of e-learning will, in the future, be fully integrated within the course. In this context, it will be possible to bring in the expanding body of research on e-learning and discuss it in new ways that will, in all likelihood, have a long-term impact on teaching practices all over the university.

5. What further plans do you have with regard to your contribution to the future development of courses/programmes at Uppsala University?

ULL has found a model which allows pedagogy and technology to develop together. At present, our main concern is to refine our working methods, above all in our hall, and to refine existing functions in the Student Portal. We wish to attract more teachers to the hall, and we wish to continue raising digital awareness among UU teachers.

A special case consists of the ongoing process of merging UU with Gotland University College, where ULL will be intensely engaged. We have already started discussions with our colleagues in Visby about how systems, support, and professional development may be managed in the future, and how we can learn from each other: predictably, Gotland will bring distance education to the forefront in Uppsala, which is an exciting development.

A final *caveat* should perhaps be entered. ULL is included in the major overhaul, initiated this spring, of the way IT services are organized within UU. Though the work that we do now, will certainly need to be done in the future, too, it will perhaps be carried out within another organizational framework, and plans for the future may have to be altered.

6. What collaborations do you already have, and what collaborations do you aim at developing/establishing during the coming years to build up your contribution to the quality of courses and programmes at Uppsala University?

ULL collaborates, formally and informally, with many other units within UU, and also has its own network of user groups, including a panel of students, in order to receive input from our systems' end users.

At the national level, we take active part in several groups, such as ITHU (IT in Higher Education) and those formed by Sunet (Swedish University Network), and seek to contribute to better services for university staff and for students.

Internationally, co-operation with Stanford University, which was of central importance when ULL was founded, has become less close. Within Europe, and apart from the ROLE project, mentioned above, ULL also has a representative in one of the so-called task forces of the Coimbra group, namely, the one working with e-learning, http://elearningcoimbragroup.ning.com/. ULL's hall has received a large number of international visitors during its two years of existence. One interesting possibility, raised by ULL already in 2011 at a meeting with the Coimbra group task force, is to create a network of innovative learning spaces throughout Europe, in order to exchange and analyse experiences made in different settings (we have recently heard of two such projects, in Leuven and in Leiden/Campus Hague). Here, UU will participate in a development which will, undoubtedly, grow in importance during the next years, as e-learning enters the lecture halls and seminar rooms of European universities. We wish UU to be at the head of this process: contributing to it, and learning from others, in order to preserve and raise the quality of teaching and learning at Uppsala University.

On behalf of Uppsala Learning Lab,

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KrUUt 10-12 (UFV 2010/513)

Questionnaire answered by Uppsala University Library

In what way does your unit/equivalent contribute (directly or indirectly) to the quality of courses and study programs at Uppsala University?

"The overall aim of the Library is, in close co-operation with the University's lecturers, to raise the students' level of information literacy. The students shall gain knowledge about information retrieval and thus acquire a tool for achieving the goals of their studies and be able to follow the development of knowledge in their future working lives".[1]

[1] http://www.ub.uu.se/en/About-the-Library/Goals-visions-and-activities/Aims-for-user-education-at-the-Library/
[2] http://www.ub.uu.se/en/About-the-Library/Goals-visions-and-activities/Acquisition-policy/#General guidelines
[3] See footnote 1

We provide courses in Information Literacy (defined as guidance in defining queries, finding relevant sources, evaluating sources, instructions in how to read scientific material, citing sources and building reference lists.) and reference management programs. These teaching sessions are mostly linked directly to when the students have a specific need in finding information for an assignment. Our aim is that all teaching sessions should be performed in the time of need for the student, to maximize the impact.

We acquire and provide samples of course books, reference books, and large collections of circulating books, both in print and electronic formats according to our guidelines.

"Uppsala University Library shall collect printed and electronic documents, but also manuscripts, maps and pictures, to support research and the teaching of postgraduate and undergraduate courses at the University."[2]

We are digitizing the cultural heritage collections of the Library and non-electronic catalogues and thereby increasing the availability of the collections for students and researchers.

The Library provides a variety of in total approximately 1800 study places over the University's various campuses, quiet study halls, group working spaces and computer labs.

All library units are staffed with qualified librarians to provide guidance and support. Students and researchers can book a librarian for longer sessions with guidance in search strategies and information sources when needed. Questions, support and requests to the Library are also possible through chat, email and telephone. Extra support for students with various reading problems is offered as well.

Read more in our policy document for user education at the University Library.[3] [2]

Describe any activities of your unit/equivalent that are specifically linked to the implementation of *Teaching and Learning at Uppsala University. Guidelines for Educational Activity and Development*

The teaching librarians aim to follow the *Teaching and Learning guidelines at Uppsala University*. Below we have identified some specific points in the guidelines that are linked to the Library. They are clarified or have a referral to the above description of the librarians work in general.

1.2.1 *"students will be offered training in collecting and evaluating information"*

Please see our comments on the first page in this document and the policy document for user education at the University Library.4 The number of participants in Library user education in 2011 was 15 720. 5

4 http://www.ub.uu.se/en/About-the-Library/Goals-visions-and-activities/Aims-for-user-education-at-the-Library/
5 http://www.ub.uu.se/sv/Om-biblioteket/Biblioteket-i-siffror/

1.2.5. **"***Provide a good, department-linked infrastructure in library access, premises and time-tabling that facilitates student-activated forms of teaching."*

2.3.1 *"cooperation across departmental and program boundaries, as well as with the library"*

We aim at developing all library teaching in close collaboration with the corresponding subject teacher. With some departments we collaborate closely with the subject teacher, in others the library instruction is a mere booking, but the librarians always strive for collaboration since the timing of the teaching is so important. This area could certainly be more developed, and we both take own initiatives and welcome all initiatives from the departments for closer collaboration.

1.3.2. *"Students must be enabled to perceive a clear progression of learning outcomes, in terms of knowledge, skills and competence, between the first and the second level, as well as within both of these levels"*

The Library always aims for progression in the Information Literacy (IL) skills/general competences although this is often difficult to achieve as there are so many subject teachers involved. There is no overall planning at the University for progression concerning these skills, which has a negative effect of the education at the Library and this of course also affects the students. This area could certainly be developed further.

Educational collaboration across disciplinary boundaries is a prioritized area in KrUUt1. How can your unit/equivalent contribute to the further development of cross-disciplinary courses and study programs?

Since our field is within the general competences this is never a problem. The librarians in our various library units have subject specific knowledge. We can provide guidance and support over all subjects and several subjects at once. 3

Ensuring research-teaching linkages in courses and programs is another prioritized area in KrUUt. How can your unit/equivalent contribute to the further strengthening of the research-teaching linkages in courses and programs at Uppsala University?

Our pedagogical methods are based in educational research. When we plan for example use of student activating methods or our professional development sessions, we look for guidance within educational research.

Research circles and journal clubs and to use the model of EBLIP (Evidence Based Library and Information Practice) are activities within our professional development with the aim to improve for example our teaching skills and course development. Furthermore they improve our own research skills and give us a better understanding of the nature of the students and researchers work.

Communication with faculty to ensure relevant acquisition.

We collect, describe and retrieve material to be used in education and research. Most of this material is published by academic press or by scientific organizations. The connection between our classes and scientific material is always close. The librarians help students find publications/information sources with relevant research findings. Postgraduate students and researchers are assisted by librarians on bibliometrics and Open Access.

What further plans do you have with regard to your contribution to the future development of courses/programs at Uppsala University?

We always try to develop our courses in collaboration with teachers and in line with current library and educational research. For example:

We see a need to develop and offer a PhD course in Information Literacy, in line with what most other university libraries offer

There seems to be a never ending need for the teaching and technical support of Reference management systems, which we are constantly developing and offering more and more

Enhance and deepen our collaborations with the Language Workshop at Uppsala University

Develop and offer courses in using mobile devices academically – especially regarding the Library's electronic resources

Develop and deepen evaluation methods to enhance and assess the effects of library classes

Digital literacy is one of eight key competencies that EU has identified. Digital literacy includes the student's ability to use information and communication tools as well as a critical approach to IT.
In the teacher training program, at the Faculty of Educational Sciences, there is an effort made to integrate information and communication technology (ICT) more in to the teaching. The 4

Library is contributing to this work actively. The librarian's aim is to introduce progression of Information Retrieval in the teacher training sessions. This is considered an important task in the future, as well as to continue the well established collaboration with the Faculty of Educational Sciences in integrating ICT in education. In the autumn of 2012, a pilot project aimed at level A students, will start in the education for becoming pre-school teachers, in which the students will learn how to use ICT as a tool in their own teaching.

What collaborations do you already have, and what collaborations do you aim at developing/establishing during the coming years to build up your contribution to the quality of courses and programs at Uppsala University?

Librarians take part in the planning of the curriculum, in writing learning outcomes for Information Literacy in teacher education. The librarians contribute for example by offering their views on study literature and hence enhance the quality and research linkages. Contact persons within the Department of Psychology, are appointed to strengthen the communication channels between the library and the department. Efforts to strengthen cooperation between the librarians and corresponding subject teachers grew stronger during 2011 and produced good results.

The librarians always try to collaborate with the corresponding teachers as much as possible. The librarians have initiated a collaboration with the *Division for Development of Teaching and Learning* (Universitetspedagogisk utveckling, PU), and has an ongoing developing project in which some librarians have seminars together with representatives from PU to work on their own teaching skills, in this specific project we are working with the concept of critical friends.

Some library units collaborate with local high schools to prepare the HS students for University and at the same time do some marketing for Uppsala University.

A project in which librarians and the Disciplinary Area of Humanities and Social Sciences are to discuss channels for collaboration for teaching general competences like the ones we are doing from the Library is planned.

The University Library accepts interns from the master program of Archive, Museum and Library Sciences on a yearly basis. The Library is currently involved in a project on a national level to enhance communication between the university libraries and their mother organizations the Universities. In this project the Library has employed two trainees on a PhD level for five years.

There are various library – faculty – student groups that meet regularly and discuss matters relevant for the particular field. These groups work well in general.

Uppsala University has the advantage of possessing very rich cultural heritage collections. The Library holds the greater part of these collections. There have been an ongoing collaboration between subject teachers and the Cultural Heritage Group involving the collections of manuscript, old prints, maps and pictures in the courses for example students in mathematics, linguistics, history and history of art. The collaboration will continue and develop. 5

The current development of the digital platform *Alvin*, especially its crowdsourcing module, will allow both research groups and individual students actively to work with and add value to the digitized collections of the library. Such interactive work will hopefully strengthen the abilities of patrons in their use and knowledge of the cultural heritage collections. The crowdsourcing module will be launched in 2014.

Alvin is a collaborative digital project led by Uppsala university library, which, already in its project stage, involves several other Swedish libraries. When it is launched in 2014 it will add dramatically to the digital resources available, not only from Uppsala university Library collections, but also from many other research libraries, thus opening up new possibilities for the on-line study of library collections.

Collaboration between the Cultural Heritage Group at the Library and the Centre for Image Analysis at the University on OCR has recently started. The Library contributes with samples from the collections and The Centre will be able to use the research and results in their courses.

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Report 1. Example of developmental activity that contributes to the quality of courses and study programs at Uppsala University

*Reporting central unit/other: **Uppsala University Library***
Project title/developmental activity: Public Health A2, Information Literacy and Referencing

1. What did you do?

The participating librarians were asked to participate in creating a new A-level distance course in Public Health. We were then given free hands to develop the parts about Information Literacy and reference management, but still worked in close collaboration with the subject teacher. The Information Literacy course was designed in the form of learning objects.

A short film clip - to introduce an information related problem [1]
Two recorded lectures - to form a base for understanding, [2], [3]
One tutorial of a database [4] and links to guides for a reference management system, to support practical issues.

[1] http://media.medfarm.uu.se/play/video/2647
[2] http://www.authorstream.com/Presentation/annaka-1303337-hitta-termer/
[3] http://media.medfarm.uu.se/play/video/2639
[4] http://www.ub.uu.se/PageFiles/138800/S%C3%B6k%20vetenskapliga%20artiklar%20i%20PubMed.htm

Choosing a variety of learning objects enabled the librarians to use and explore a variety of technology which was intended to enhance the learning experience for the students. The idea was also to create Learning Objects that could be used more widely in the information literacy teaching and work on their own - added to the library's web based subject guides. The film clip to introduce the information problem is now widely used in library introductions and for marketing purposes, and the tutorial and lectures are available in the libraries subject guides for everyone to use.

Two checkpoints for evaluating the students performance related to Information Literacy were added to be graded and responded to by the librarians. Students were required to describe the search process they performed, to access material for their report, in a forum discussion. Students also evaluated their peers' formal use of references and gave written feedback to the referencing part to one fellow student each. The librarians provided feedback both on their own referencing and on their comments to their peer. The checkpoints were intended to put some weight at this general competence and to provide feedback to the students and to the librarians in further improving of the course.

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

Partly through requests from the collaborating subject teacher and partly because we wanted to use this opportunity in trying out strategies that normally could not be fitted into our schedules. After this first course, some parts will be improved before the next set of students enters the course in the fall.

3. How did you go about your work in concrete terms?
We made a plan of what we wanted to accomplish, and came up with a few goals. The goals were both aimed for the students to achieve, and for the teaching librarians. A lot of work was put into the short film clip, since this film was intended to be used in a much wider context than just this one course. The intention was to make the film clip as professional as possible, and a lot of time was spent writing manuscripts prepare actors, choose layouts etc.

4. What were the results?
We were very pleased with the outcome of the film clip that we put so much effort into, and we have found a lot of use for it in various contexts. However, the rest of the course definitely needs improvement. When getting the students tasks back for grading, it was obvious that some of the questions were unclear, that they had not put much weight into the issues and that their competence in those general issues were way lower than we had anticipated. This was not the results only for the information literacy and referencing bits of the course though; the subject teacher felt more or less the same. So we are in the process of re-planning this course for next semester, to hopefully improve it a few steps, and make it easier for the students to follow.

5. Who and roughly how many people have been involved in the developmental work in some way or other?
Three librarians from BMC and Medical Library Units, one filmmaker from Medfarm DoIT, and the main teacher for the whole Public Health Course

6. Strategy for possible further implementation.
There will be quite a bit of adjustments of the course for next semester. Most questions will be rephrased and the order of the tasks will be reversed. One lecture will be remade and another one about referencing and zotero will be added.

7. Advice to others wishing to do something similar.
Creating the kind of movie that we did, took a lot of time, even though we had professional help. Scriptwriting, finding actors within the organization, do the research for what was presented and how to present it. It all added a lot of hours to the project. And for the recorded lectures we did, they also took more time than we had expected. This reason was partly that the librarians doing lectures needed some adjustment to videoing themselves and did a lot of re-takes. In the end, we learnt a lot though, and what we know after this project will be very valuable in the future for developing the rest of our courses further, and create added value material for our subject guides and courses.

When it comes to the parts where we were presenting feedback to each student on their reference management and searches, one need to be much clearer about the surrounding bits and pieces than we were. For example - we had not stated that the students had to put their name in the written document - so half of them didn't. Things that are easy to fix for next semester of course, but we learnt it the hard way this time. These are of course a lot of problems that experienced teachers would never have, but for us it was very instructive.

8. Name (unit and e-mail) of person to contact in case there are questions from colleagues wishing to something similar
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UPPSALA UNIVERSITET

Report 1. Example of developmental activity that contributes to the quality of courses and study programmes at Uppsala University

*Reporting central unit/other: **Uppsala University Library***

Project title/developmental activity: Classes in information literacy within the *Graduate programme for rhetorical and literary communication.*

1. What did you do?

We made a plan for information literacy classes within the programme. The students do classes in rhetoric their first year and literary studies their second year. The last and third year they make choices of classes within the faculty of arts and write an essay in rhetoric or literary studies. Every term when the students write papers we give tailored classes in information literacy taking into account level, subject of paper and appropriate search techniques according to level and need. We give classes four out of six terms.

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

The librarians were invited and got the opportunity to do something we had long wanted to do. To search for information has always been very important when writing scientific papers, but it has become even more difficult today because of the Internet and the overload of information. Students within the field of literary studies tend often to choose subjects dealing with modern times which makes it more difficult to search for information, and they need more guidance. We made plans together with the department and adapted our plans to the students' needs and were given a chance to give classes with progression, giving classes to students several times.

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

We made a rough plan together (library/faculty). Then the librarians made further, more detailed plans adapting to what resources, search techniques and length of classes according to students' levels and subjects of papers. Which meant to work with fewer resources and giving students a chance better to understand the use of databases that the university buy and printed material that the university library hold, instead of just trying to find information on the internet (Google). We start by giving a one hour lecture and then give the students an opportunity to practice. Term two and four we give short introductions adding resources and introducing more advanced search techniques and the students get a chance to try hands on again. The last and fourth class is a workshop with focus on each student's need. We revise our plans every term together with one or two teachers/supervisors and an administrator. Students get the opportunity to learn to search for information step by step.

4. What were the results?

The students feel more confident and think that they get a chance to grasp information searching better when there is chance to work with progression. The students' supervisors say that the students' papers have improved. We have increased the collaboration between the librarians and the faculty teachers which is much appreciated from both sides.

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

Two librarians, one administrator at the department and two/three teachers at the department were involved.

6. Strategy for possible further implementation.

Even closer collaboration between library and faculty to ensure that information about change of plans within the curriculum gets to the librarians and that information about these classes gets to the teachers. To get a closer collaboration about the evaluation of the sources which is often touched upon in these classes. It is important to get written course objectives for information literacy in the curriculum to ensure continuity.

7. Advice to others wishing to do something similar.

Discuss and plan the tasks given to the students early in the collaboration between the library and the faculty to optimize the use of sources to the subjects of papers written. Document your work for future needs. This project is documented within a research circle at the Department of ALM (Archives, libraries and museums) at Uppsala university. To be published. Make written course objectives for information literacy to ensure continuity.

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

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Report 1. Example of developmental activity that contributes to the quality of courses and study programmes at Uppsala University

*Reporting central unit/other: **Uppsala University Library***

Project title/developmental activity: Educational development of library teaching in Term Course 1, Law Programme education.

1. What did you do?

During the period 2008-2011 the Law Library has been working to transform information literacy instruction. Our work is based on current library and educational research. The pedagogical methods used in the library instruction classes on Term Course 1 are now more clearly based on the teaching methods used in the Law programme education.

The first time the students come to the library, at the beginning of the term, they now receive an introduction to the library, the collections and the catalogue. During the tour of the library they also solve some tasks that the librarian has handed out. Students come back for a library seminar a few weeks later, when they have started writing their PM. In this way the teaching session is performed at a time when the students are most motivated to search for information. A degree of progression in information retrieval has thus also been introduced.

Focus is now on student activity and problem solving as well as on legal methods and basic information retrieval skills. Students no longer learn only detailed knowledge about the library, databases, books and articles, but also get strategic knowledge about how to find information (general skills). Library teaching is more clearly linked to the students' task on Term Course 1. Teaching librarians continuously evaluate and monitor their own efforts as well as student learning.

Why did you choose to do what you did?

The Law Library is an integral part of the Law programme education. For a lawyer, learning how to find legal materials is an important professional skill. In recent years more and more material has become accessible electronically. A change has occurred from print material to electronic sources. This poses new challenges for the law librarians.

A few years ago Library instruction consisted mostly in telling the students about print material and showing databases, with little student activity. Focus was on the teacher as expert and lecturer and not on the students' own learning. The result was less motivated students and no clear correlation with the students' own task. We experienced a need to motivate students and clarify how information searching is related to the topic and thus is a part of legal method and a lawyer's professional skills. We also experienced a need to shift focus from the teacher to the student according to educational research and *Teaching and Learning at Uppsala University. Guidelines for Educational Activity and Development*.

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

The results are based on collegial cooperation between teaching librarians at the Law Library and the corresponding teacher. A basic prerequisite is that the library management gives enough time for development of teaching and that it is a priority area.

The change was made in several steps:

The online Law subject guide is based on common student questions such as "How do I find legislation?", "How do I find cases?" The subject guide proved to be a useful tool in library instruction.

The clicking of databases was reduced. Instead we informed the students in which databases they could find the electronic material, and let them practice to seek information for their PM. More focus was placed on information seeking strategies and on student activity. The printed material was presented as a basis for understanding the structure of legal sources.

Goals for the library seminar was formulated and presented to students at the beginning of class:

After this seminar you will be able to
- find books, articles and databases by using the library website
- find Swedish laws, legislative history, case law in print and electronic form
- find the legal literature (books and journal articles) through print and electronic sources
- refine your searches by the choice of search terms and wording of your search query
To follow up how teaching had succeeded we formulated evaluation questions that the students answered at the end of the session:
- Write down something new you have learned during the seminar
- Write down something you will do differently when you are looking for information after the seminar compared to previously
- Write down something that is still unclear when it comes to finding material for PM

These questions were later slightly modified, and the students are now asked to answer the following questions:
- Something new I have learned
- Something I will do differently
- Something that still seems unclear

In combination with questions for students, we do a self-evaluation that has made it possible for teaching librarians to monitor our teaching experience for several years in a row.

Professional development for the librarians by, for example, participating in the Academic Teacher Training Course and in an introductory law course.

3. What were the results?

The effort from the Law librarians to change the library instruction sessions has led to more focus on students' own activity and learning. Goals for library seminars give structure to the teaching and make it clearer what students can expect. Students also get the opportunity to reflect upon their own learning at the end of the session through the formative evaluation. The library seminars are linked directly to when the students have a specific need to find information for their PM, which increases motivation.

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

All librarians in the teaching team at the Law Library have been involved. The number has varied between 3-5 persons.

5. Strategy for possible further implementation.

This fall we will continue to work with the objectives and evaluation of the library seminars at the library level (short-term results) and at the course level (long-term results, generic skills). In this work we will have a dialogue with the Department of Law. Our work with progression through the various terms will also continue.

6. Advice to others wishing to do something similar.

Our advice to other librarians trying to do something similar is to relate teaching to clear objectives for the library instruction classes. What are we trying to achieve and how? How does it relate to the course objectives? We also advice our colleagues to take part of the department's educational ideas and implement them in the library instruction classes where possible.

7. Name (unit and e-mail) of person to contact in case there are questions from colleagues wishing to something similar

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The KrUUt/CrED Follow-up 2012

Report 1. Example of developmental activity that contributes to the quality of courses and study programmes at Uppsala University

Reporting central unit/other: **EMM (Division of Culture and Heritage)**

Project title/developmental activity:

1. **What did you do?** *The report covers 2010-2011.*

   EMM has contributed in several ways: The museums are university museums with collections as well as public exhibitions. The collections are also used for research. The museums offer a variety of opportunities for students - master theses, project work, internships and "practicals". One successful project with the department of education involved about 40 pre-school teacher students meeting children in the museum. Collaboration with the Dept. of ABM involve several projects: Mysteriet på museet was an activity for schoolchildren involving 5 students. The exhibition "Värmlands Nation 350 år" was another exhibition produced by students. 17 students from archaeology, medicine and classical studies were involved in projects related to a project related to university collections on the departments (Gömda och glömda). Internships have been arranged in the Husbyborg archive. They have been supervised by a curator. Students from museology have also been involved in projects at Evolutionsmuseet. The Botanical garden is partner in a project in psycology related to the effects of gardens in therapeutic situations. A master thesis was produced and the project will continue as a doctoral thesis project. Internships has also been arranged at the art collection.

   Musicum has substantial activities related to students: Akademiska kapellet is an orchestra with 125 members. Most of them are students, many of them with international background. The orchestra is also hosting internships from Sweden and elsewhere (The Netherlands, 2011).

2. **Why did you choose to do what you did?** It is a part of the assignment from the university board. EMM is a university wide resource for research and education. UU

has also the possibility to use EMM to promote employability for our students in appropriate areas by giving them opportunity to gain experience from the sector.

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

1. **What were the results?** The use of museums, collections and orchestras in a developing area where we experience an increasing interest. They are to be considered as resources for the university and especially student are indeed interested in the possibilities to use them for projects etc. The capacity for supervision is a limiting factor, however. We have several examples where students after a period of work in a museum/orchestra have been able to proceed to attractive positions on the open market. The most recent one, Sara Helperin, musicologist, will take up a position as "orkestersamordnare" in Stockholms konserthus after a period as project assistant on Musicum.

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

3. **Strategy for possible further implementation.**

4. **Advice to others wishing to do something similar.**

5. **Name (unit and e-mail) of person to contact in case there are questions from colleagues wishing to something similar**