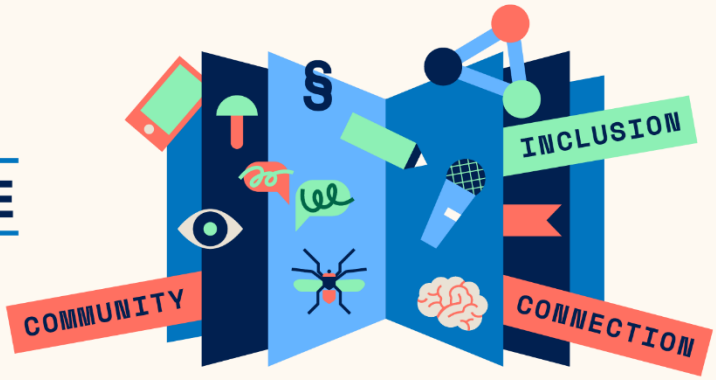
LÆRINGS-KONFERANSE

17. OKTOBER 2024

UNIVERSITETET I BERGEN



Keynote (9:15-10:15)

Storsalen

Contextualised disability and neurodiversity professional services: University of Cambridge

John Harding and Helen Duncan

In the years following the UK Equality Act of 2010, universities' approaches to supporting disabled students in higher education have evolved from a legal obligation to provide reasonable adjustments to an anticipatory approach rooted in inclusive design principles that prioritise inclusive curricula and environments, minimising the need for individual adjustments.

At the University of Cambridge, a discipline-based model for Disability/Neurodiversity Advisers was introduced in 2023. This model fosters collaboration between advisers and academic colleagues, ensuring context-specific recommendations and promoting inclusive practices. Embedding advisers within departments enhances their understanding of academic disciplines and strengthens their professional competencies.

This presentation will start by exploring the model's success, documented in peer-reviewed articles, and its alignment with the University's broader goals, including a partnership with the Cambridge Centre for Teaching and Learning to address awarding gaps. The presentation will then detail the practical implementation of the discipline-based model.

A case study will be used to illustrate the model's application, highlighting successful strategies and outcomes for students. By sharing the practical aspects and real-world application of the disciple-based model, the presentation will demonstrate how embedding disability advisers within departments promotes a culture of inclusivity and collaboration within the academic community.

John Harding is the Head of the Accessibility & Disability Resource Centre, at the University of Cambridge.

Dr. Helen Duncan is a Senior Neurodiversity Adviser, at the University of Cambridge.

	Curriculum vs non-curriculum methods learning Pål Ringkjøb Nielsen, Jan Magne Cederstrøm, Benjamin Aubrey Robson *Improving students' programming skills through Collaborative Scientific Python* Julien-Pooya Weihs, Daniel Oddmund Lid *Prosjekt for mer programmering i fysikk* Augustin Winther, Vegard Gjerde, Johan Alme, Martino Marisaldi *Generativ kunstig intelligens i universitetspedagogikken: Erfaringer fra et UPED-kurs* Robert Kordts, Belinda Muñoz Solheim *A Comparative Study of Initial Teacher Education Programs (ITEPs) and Global Citizenship Education (GCE) in Italy and Ireland* Guilia Filippi *Videreutvikling av arbeidspraksis for disiplinstudenter ved å støtte praksisveilederne* Kristin Holtermann, Jonathan Soulé, Sehoya Cotner
Søndre Allmenning 1	Forskningsbaserte og inkluderende evalueringer av undervisning og emnedesign Research informed and inclusive evaluations of teaching and course design *AI-nt all bad – leveraging the power of generative AI as a partner in scalable and domain-agnostic course evaluations – giving you more time for what really matters* Magnus Svendsen Nerheim, Pernille Eyde Nerlie, Sehoya Cotner *The benefits of a research based embedded system for student evaluation of teaching* Roy Andersson *Exploring the Consequences of Single-Assessment Grading in Higher Education* Sondre Bolland *Hvordan lage inkluderende emnedesign?* Cecilie Boge, Tane Holm Høisæter
Søndre Allmenning 2	Koble arbeid og læring: Utvikling av ferdigheter og relevans for arbeidsliv Connecting work and learning: Skill building and work-life relevance *Does work-practice matter? Student perspectives on the longer-term impacts of discipline-based work-practice* Kristin Holtermann, Jonathan Soulé, Sehoya Cotner

Forskningsbaserte og inkluderende evalueringer av undervisning og emnedesign

Research informed and inclusive evaluations of teaching and course design

13:00-14:30, Søndre Allmenning 1

AI-nt all bad – leveraging the power of generative AI as a partner in scalable and domain-agnostic course evaluations – giving you more time for what really matters.

Magnus Svendsen Nerheim, Pernille Eyde Nerlie, Sehoya Cotner

Artificial intelligence (AI), generative AI and large language models (LLMs) have emerged as a disruptive technology in higher education (HE), presenting challenges and opportunities to both teachers and students. In prior work we have called for a collaborative approach emphasizing honesty and transparency while navigating these tools in teaching and learning (Coelho et al. 2024). Although increasingly explored for use in teaching, learning and assessment, the use of AIs in supporting 'administrative' tasks in HE is less documented. This is somewhat surprising, given the potential of LLMs for such tasks and the push-back increased 'teacher-administration' and New Public Management (NPM) has received from academics in Norway (Bleiklie 2020).

Our study explores the feasibility of using generative AI as a partner in interpreting course evaluations. Often a neglected and 'administrative' burden, course evaluations are prone to observer biases, and the interpretation of results prone to confirmation bias unless excessive time (or money) is invested into their analysis (Roxå 2019). By using an exploratory approach based on traditional coding of qualitative responses and substituting the observer with LLMs, we can replicate the desired quality of outcome in a fraction of the time compared to non-AI methods, allowing the observer to focus on using the insights from the students' feedback rather than on conducting the analysis. In our talk, beyond teaching our colleagues how to save time and utilize their course evaluations to a higher degree, we will lead a discussion about the areas in which generative AI is a feasible partner, pitfalls to avoid, and where human curation and quality assurance is warranted. Ultimately, the audience will have a little more hope that it AI-nt that bad.

The benefits of a research based embedded system for student evaluation of teaching

Roy Andersson

We show how a faculty wide research-based student evaluation of teaching (SET) system focusing on student learning, and not on student satisfaction, has contributed to systematically improving teaching quality over the past 20 years.

Lund University Faculty of Engineering (LTH) introduced a student evaluation of teaching (SET) system focusing on student learning in 2003, based on the Course Experience Questionnaire, CEQ (Ramsden 2005). The SET system uses an electronic survey that generate a working report which is discussed by the course leader, the program coordinator and student representatives (Eftring and Roxå 2023). The three parties' individual comments are included in the public end-report. The SET system has to date resulted in a database containing more than 320 000 questionnaires, displaying a development in Good Teaching, Good Assessment, Clear Goals and Standards, and Overall Satisfaction (Roxå et al. 2021).

The SET system is embedded in a wider system of resources to scaffold quality development, all using the same educational paradigm as the CEQ, deep and surface approach to learning (Marton and Säljö 1976). Since the same educational paradigm is used the SET system contributes in several ways to the whole. One example is that SET data is used as a qualitative tool in conversations about teaching and learning both among teachers and students as well as leaders, and we can see that both frequency and quality in these conversations evolve (Roxå et al. 2019). Another example is the contribution to better conference proceedings and merit portfolios (Larsson et al. 2015).

The presentation will be in three parts: