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Teachers' approaches to handle budget cuts in Higher Education

Shaping the future of teaching at LTH

Björn Arvidsson, Erik Gottsäter, Magnus Hagelsteen, Oskar Linderoth and Shifteh Mobini, Department of Building & Environmental Technology, LTH

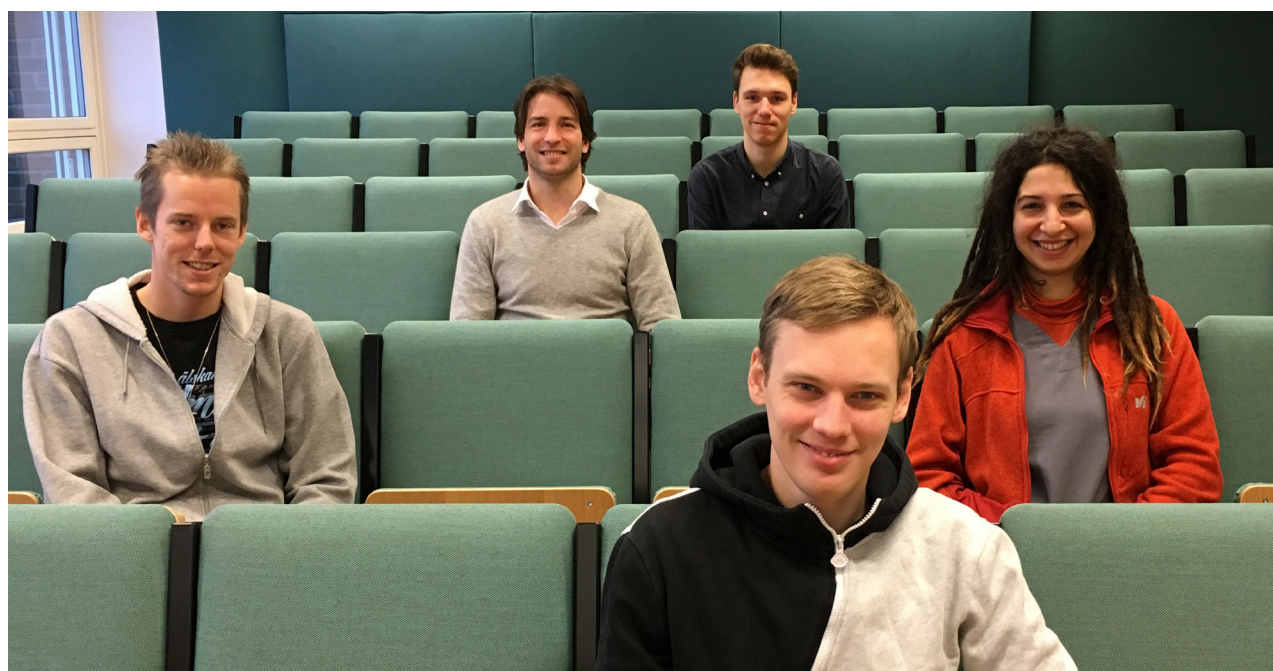
Teaching students is one of the main tasks of LTH, as thousands of students engage in their engineering studies at the faculty every year. The funding for teaching these students is an essential source of income for LTH, but in recent years there has been an increased worry for diminishing financing for lecturing at the faculty. This study aims to investigate how lecturers perceive the development and what practical measures they have taken in their courses to counteract it. Interviews with ten lecturers at the department of Building and Environmental technology were performed.

According to an article in the Swedish newspaper "Svenskan" by Kniivilä [1] the decline in resources is threatening the quality of education at Lund University, especially in areas where the money per student is the lowest. The state funding for education has not kept up with the increased costs during the last years. For example, during 2010-2016, the funding has increased with an average of 1.8% per year, compared to the salaries, which had a yearly increase of about 2%. The rents for offices, lecturing halls and other facilities have increased as well [2].

In 2008 the Swedish National Agency for Higher Education presented a report which showed that lecturers in higher education in Sweden work on average 52-53 hours per week, and that the working hours have increased during the last years [3]. The working hours were divided into 20 hours of research, 20 hours of teaching and 13 hours of administration.

More than half of the lecturers that were interviewed talked about a 10 % budget cut in lecturing that was decided upon a few years ago at the Department of Building and Environmental Technology. Many lecturers see time as their most fearsome enemy when it comes to educational duties. It is the main factor preventing them for making the sometimes necessary changes in their courses. Due to "teacher's pride", several lecturers use their vacation and outside office hours to prepare, update, change and develop lectures and courses.

In the interviews, two different approaches were found in dealing with the discussed problem. The first approach consists of making none or as few changes as possible in one's course. When changes were made by these lecturers, they were generally simple to make - for example removing lectures and exercises or increasing the number of students per group in group projects. The strategy is likely to save time for the lecturer immediately, but might also reduce the quality of the course. If the time available for teaching continues to decrease for a longer period of time, this approach might be insufficient. It seems like the lecturers using this approach believe that it is necessary for them to present all relevant theory in the course for the students [4] i.e. thorough lectures it is possible to shape and transfer knowledge to the students [5]. This pedagogical method may stimulate a surfaced approach to learning [6], [7]. There is a risk that the lecturers start removing a few parts of the course that are essential, once they run out of superfluous parts, which



Starting from the first row, from left to right: Björn Arvidsson, Erik Gottsäter, Shifteh Mobini, Magnus Hagelsteen och Oskar Linderoth.

could lead to a reduced quality of the course. The second approach is to promote the need for reshaping the courses entirely or substantial parts of it, leaving the traditional way of teaching at LTH with lectures and exercises, and instead introduce more self-study of theory and interactive seminars or exercises. The students would have to learn the facts and basic concepts of the course by reading the course literature, possibly with some help of guiding questions or videos provided by the lecturer. Other lecturers let the students hand in individual reflections before the lecture or seminar, so called longer “minute papers” [4]. Another way of achieving more time efficiency related to grading reports, could be for example having the students commenting on each other’s reports before handing in to the lecturer. The lecturer can also choose to only point out which answers that are wrong and then give the students a list of common errors, so explanations do not have to be written in each report. The scheduled time would then be more focused on interaction between the students and the lecturer, which avoids spoon-feeding students with information and resulting in a deeper approach to learning. This approach to teaching puts more responsibility on the students themselves to go through and learn the material. It requires motivated students and that they are informed properly of their responsibilities. Reshaping a course in this way requires a significant amount of time, although it could save time in the long run.

Some lecturers said that the budget cuts were not only negative, because it forced them to critically evaluate the way they taught and planned their courses. Some examples of

ideas that the teachers would like to explore are peer-to-peer reviews, online courses, video clips, electronic media, problem-based learning and oral exams. At the same time as these teachers have ideas of how to develop their courses, they simply do not have the resources or the time to do it. One of these lecturers commented upon the traditional way of teaching as “We create machines that do not reflect on what they learn, they just memorize”.

Our suggestion is to have a practical guideline or best practice on how to change and further develop existing courses in order to facilitate changes and save lecturers’ time at LTH. Already today there is a possibility to receive help from the Academic Development Unit at LTH through direct communication, but a suggestion is to also provide workshops on this specific topic. This could be of great help for lecturers at LTH, since it could both save time and increase teaching quality.

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Teaching students with heterogeneous prior knowledge

A teacher survey

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In an increasingly globalised academic system, classes are made up of a diverse student body with heterogeneous backgrounds and prior knowledge. This is especially true in international programs, such as the Masters in Wireless Communications program at LTH. This program is the focus of this article, which is an abridged version of our paper presented at LTHs pedagogiska inspirationskonferens [1].

Students in the Wireless Communications program are recruited from around the world and as such have a diverse array of prior studies and workplace experience. The common requirement for students to enter the program is a Bachelors degree in electrical engineering or a related field, however the content of this degree varies from institution to institution and country to country, leaving some students lacking in assumed knowledge for the program. Many students have worked for a number of years between completing their Bachelors degree and enrolling in our Masters program, meaning that some prior knowledge may have lain unused for some time and is thus not readily available

to the student. On the other hand work experience can provide students with valuable prior knowledge of other kinds, such as skills in teamwork and communication.

In order to assist students lacking in prior knowledge, teachers often adapt courses to those with less prior knowledge (the “lowest common denominator”), causing other students to lose motivation [2]. However, catering instead only to better-prepared students is just as problematic, as the course then becomes too difficult for those students without the needed prior knowledge. In [2], advanced students were taken out of the class to do activities tailored to their needs. Beichner et al. [3] propose instead a new teaching method, named SCALE-UP, intended to include more group work and problem solving even in large classes, which can assist students with lower levels of prior knowledge. However, while these methods were successful, they can be difficult to implement, requiring more teaching hours, or a re-design of course materials or teaching spaces. Another key ingredient in teaching students with hetero-

geneous prior knowledge is to accurately determine what prior knowledge the students have, for example by using a web or classroom test [4].

International students also face other problems that interact with and exacerbate those caused by insufficient prior knowledge. Many of these problems relate to academic culture: the types of assessments and learning activities encountered, the expectations teachers have of students and vice versa, and the academic attributes or skills that are valued. Teachers are therefore encouraged to acknowledge the students' background and consciously teach the academic culture of the host institution [5]. Course objectives, expectations, and instructions should be explicit and clearly formulated [5, 6]. Since expectations for assessment may be different than what students are used to, there should be opportunities to practice what will be assessed without penalty, and there should be multiple opportunities for assessment – no “sudden death” moments [6].

To improve our understanding of the problem of heterogeneous prior knowledge in our particular case of the Masters in Wireless Communications program, we conducted a survey of teachers in the program, as well as interviews with selected survey respondents. The list of items in the survey is found below, and the full response data is available on request. The survey was filled in by 13 individuals and three of them were interviewed in order to provide further insight into their experiences.

- Item 1: Which topics are required as prior knowledge in your course?
- Item 2: In your experience, to what extent do students have the required prior knowledge when they enter your course?
- Item 3: Please give more details or comments about students' prior knowledge in your course.
- Item 4: Have you observed differences in prior knowledge between students in your course? (level of prior knowledge and/or topics covered)
- Item 5: What measures, if any, have you taken in your course to deal with differences in students' prior knowledge? Have these measures been effective?
- Item 6: Do you think it would be helpful to have online tools for students to complement any missing prior knowledge?

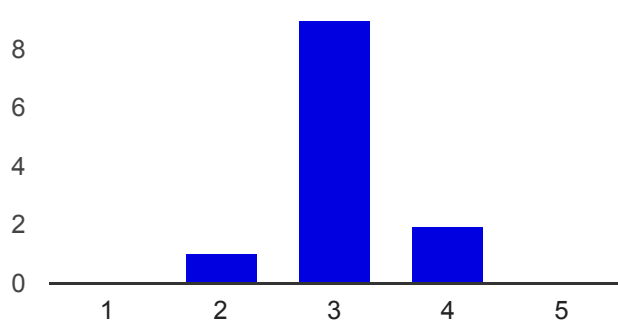


Figure 1 Responses to survey item 2. 1: Poor level of prior knowledge - 5: Good level and coverage of prior knowledge

- Item 7: What would you like to see included in these online tools? (topics, types of exercises, etc)
- Item 8: Would you be willing to participate in a short interview about your experiences teaching in the Masters in Wireless Communications program? If so, please enter your email address below.

The responses to item 1, with larger text representing more frequently mentioned topics of prior knowledge, are found on the front page of Lärande i LTH. Looking at the responses to item 2, Do students have the required prior knowledge?, shown in Figure 1, there is no strong tendency towards either a poor or a good level of prior knowledge. Most teachers report a medium prior knowledge of the students in their classes, and only a few tend slightly towards either side. However, this result should be considered in conjunction with the comments given in response to items 3 and 4. Here all respondents reported a clear difference between the students: some students appear to have a much better prior knowledge than others. This observation was also confirmed in the interviews. While it is encouraging to see that most students appear to have sufficient prior knowledge for our courses, it also seems to be a fact that there commonly exist a number of students who lack elementary skills, e.g. in mathematics or programming, that we normally take for granted in a Masters level program.

In item 5, What can we do about differences in prior knowledge?, the teachers could describe how they dealt with the gaps in prior knowledge within their courses. The measures taken differ from case to case. Some teachers refer to course books that cover the prior knowledge while others have extended their lecture notes with some additional material (e.g. mathematical background) or provided some specially designed tutorial materials (e.g. programming examples). Some have adapted parts of their teaching time in lectures or exercise classes and provide more basic knowledge in order to help those students having difficulties.

When asked about online tools for students to complement missing prior knowledge (survey item 6), 75% of the respondents believe that such tools can be helpful or very helpful, as shown in Figure 2. Some further comments and suggestions were provided in the free text responses and within the interviews. A few teachers are more critical, pointing out that it may be difficult to cover the wide range of topics and that the outcome may not be worth the required effort. For some courses, the teachers believe that

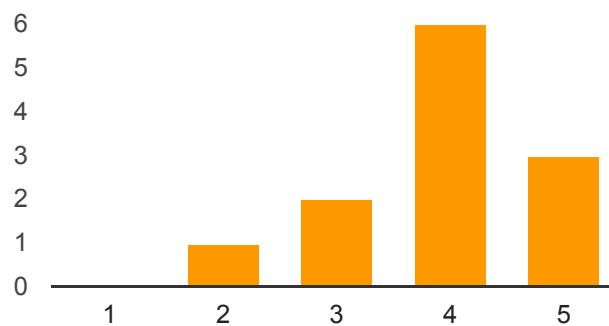


Figure 2 Responses to survey item 6. 1: Not helpful - 5: Very helpful

the provided background material already should be sufficient, and that the difficulties some students have can be explained by the little effort they spent within a course. In order to identify the scope of general, course independent online tools, we can get some inspirations from the list of suggestions given in the teachers' survey responses. Several teachers recommend general material on basic mathematics and programming, which seem to be the most critical elements for which a large gap among the students can be observed.

The teachers' responses in the survey and interviews confirmed that there is a wide spread in prior knowledge amongst the students, and teachers were positive towards the idea of establishing online tools to help address this problem. Following from the insights gained from the survey and interviews, we are now investigating strategies to address the problem of heterogenous prior knowledge, both within individual courses and the program as a whole. Two strategies in particular, online tools and group-based teaching and

learning activities, are explored in [1], and the interested reader is referred to that paper for more information. These strategies are currently being implemented in the Masters in Wireless Communication program.

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Handledning av examensarbeten

En studie om betydelsen av handledarens motivation och egenintresse

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Mycket av den högskolepedagogiska forskningen tar sin utgångspunkt i vad studenter tycker och hur de upplever sin utbildning och sitt lärande. Som lärare vid en högskola, ville vi i stället ta vår utgångspunkt i lärarens situation och utifrån denna reflektera kring studenternas lärande. Syftet med den studie som vi genomförde var att på ett explorativt sätt undersöka vad som motiverar handledare att ta sig an ett examensarbete och vilken syn handledarna har på studentens lärande och upplevelse i förhållande till handledarens egen motivation och eventuella egenintresse.

Undervisningsformen examensarbete är en speciell undervisningsform, bland annat därför att undervisningsformen är så individuell och att de interpersonella relationerna ges betydligt större utrymme jämfört med exempelvis undervisning i form av föreläsningar. Trots att handledning av examensarbete är mycket vanligt förekommande finns relativt få studier som tar upp detta, medan det finns mycket studier och forskning kring handledning av doktorander. För att handledningssituationen på mastersnivå ska bli bra är troligen handledarens motivation och intresse viktigt. En utgångspunkt för detta är Vygotskys teorier om den proximala utvecklingszonen ([1] och [2]) då handledarens motivation kan tänkas ha en effekt på den nivå av kunskap som studenten förväntas ta till sig.

Djupintervjuer med åtta handledare (sju män och en kvinna) från fyra olika institutioner vid Lunds Tekniska Högskola genomfördes. Bland dessa fanns lektorer, professorer, en post-doktor, en biträdande lektor och en adjunkt och de hade mellan fem och trettio års erfarenhet av att handleda

examensarbeten och hade handlett mellan tio och fyrtio examensarbeten var. Resultatet visar att processen för examensarbeten fungerar på olika sätt på de fyra olika avdelningarna inom LTH. Till exempel så handleder man väldigt få och bara speciellt utvalda på någon institution, medan man på en annan handleder väldigt många studenter. Detta innebar också att vissa handledare tyckte sig kunna säga nej till att handleda, medan andra kände sig mer tvingade. Huruvida det upplevs frivilligt eller inte tycks ha en viss inverkan på handledarnas motivation och det egenintresse de har i handledningen.

Studien visade att de flesta handledare är motiverade att handleda, men utifrån olika aspekter, som bygger mer eller mindre på vad man själv behöver eller vill ha ut av handledandet. Många av dem lyfte dock fram att det viktigaste är studenternas motivation snarare än deras egen. Trots detta så var de flesta överens om att en motiverad handledare är bra för studenten eftersom det kan höja studentens motivation. När de ombads att precisera vad som motiverade dem att ta sig an examensarbeten, gav de svar som grovt kan klassificeras i fyra kategorier:

(1) Ett allmänintresse för det arbete som studenten genomför. Det kan vara ett sätt att bredda sin egen kompetens eller hålla sig à jour med de senaste utvecklingarna inom området, eller helt enkelt att det är en spännande frågeställning.

"För många av de jag har handlett så har jag känt att det varit intressanta ämnen och att det här vill jag göra, för då kommer jag att lära mig någonting av det."

(2) Handledarna uppskattar processen i sig, framför allt relationen och dialogen med studenterna.

(3) Konkreta möjligheter för handledaren att utveckla sitt eget arbete. Det kan ske genom att kunna genomföra förstudier till ansökningar och projekt, att testa potentiella doktorander, eller att hjälpa till i större projekt som innefattar andra forskare.

”En drivkraft kan också vara att det blir en samarbetspartner i forskning som hjälper en att utveckla ens egen forskning som hjälper en med datainsamling för ens egen forskning...”

(4) Pragmatiska anledningar, så som att det är en källa till finansiering för avdelningar och individer, att det är meriterande, eller helt enkelt att det ingår i arbetsbeskrivningen.

Alla handledare var i hög grad överens om att examensarbetet är till för studenterna och att de ska lära sig någonting. Åsikterna om vad som var viktigast att studenterna lär sig, och hur ett bra examensarbete ska se ut, skiljde en del mellan avdelningarna, men en gemensam åsikt var att det i ett lyckat examensarbete ingår att studenterna visar någon form av självständighet och klarar av att utföra saker som de inte gjort tidigare under sin utbildning. Det fanns även en tydlig konsensus om att en motiverad handledare är viktig för studentens lärande, eftersom detta troligen leder till att kvaliteten på handledningen blir högre.

”Det primära är att studenten ska lära sig. Det är inga tveksamheter där.”

Det framkom att det kan finnas intressekonflikter mellan handledarens egenintresse och studentens lärande i handledningsprocessen, men ingen av handledarna såg det som något större problem. Vissa av intressekonflikterna var av relativt enkel natur, som till exempel tidsåtgång för handledning, medan andra kunde vara mer komplexa och potentiellt problematiska. Till exempel kunde det vara när examensarbetet var en del av ett större sammanhang, speciellt ett sådant där handledaren har ett intresse i resultatet utifrån det större sammanhanget. Detta kan uppstå när examensarbetet används som en förstudie till ett forskningsprojekt, när det är en del av utvecklingsarbete på ett företag, eller när resultaten används inom andra forskningsprojekt och/eller publiceras av studenten och handledaren gemensamt.

”Det kan ta sig uttryck i att jag prackar på dem idéer och metoder som de inte får utveckla själva, de blir bara utförare och inte får möjligheten att visa sin förmåga att designa ett eget projekt... De måste få jobba med det självständigt.”

Det främsta bidraget från den här studien har varit framtagandet av en initial kartläggning av motivation och egenintresse hos handledare och hur detta eventuellt påverkar studenternas lärande. Denna kartläggning kan användas som utgångspunkt för att stärka incitamenten för handledare att skapa ännu bättre handledarsituationer samt att medvetandegöra de möjligheter och potentiella konflikter som följer med handledarens egen motivation och intressen i handledningsprocessen. Resultaten visar vilka olika synsätt som förekommer bland handledare på LTH. De intervjuade handledarna visade sig till viss del ha olika mo-

tivation, men oftast var det flera faktorer som motiverade dem. Positivt var att alla, oavsett om de hade uttalat något specifikt egenintresse, tyckte att det var roligt att handleda examensarbeten. Alla handledarna var överens om att om de var motiverade så blev processen bättre och de såg positivt på om handledaren hade ett egenintresse i examensarbetet. Det kan dock uppstå situationer där det finns en risk att lärandesituationens kvalitet och lärandemålen blir lidande om dessa inte överensstämmer med behoven utifrån det projekt eller större sammanhang som examensarbetet skrivs inom.

Här finns en tydlig koppling till Vygotskys koncept ([1] och [2]) om proximal utvecklingszon, som innebär att studentens lärande i dessa fall kan bli lidande om antingen arbetet ligger på en alltför enkel nivå, som inte konceptuellt eller färdighetsmässigt utmanar studenten, eller på en alltför svår nivå som studenten inte kan ta till sig. Det finns dock även stora potentiella fördelar för studenten och studentens lärande i att vara en del i ett större projekt eller sammanhang. Dessa kan till exempel vara att studenten är i en skarp situation och därför tar erfarenheten på större allvar, anstränger sig mer och får ut mer av arbetet, att studenten får större möjligheter att se och hur projekt kan se ut i verkligheten samt att studenten kan ta del av andras arbete och skapa möjligheter för framtiden.

Alla intervjuade handledare sa att de hade studentens lärande i fokus på ett eller annat sätt. Detta väcker frågor kring hur studenten upplever och påverkas av handledarens motivation, vilket vore intressant att undersöka framöver.

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*Handledning på Lunds Tekniska Högskola
(Foto Helena Svensson)*

LTH:s Högskolepedagogiska kompetensutvecklingskurser våren 2017

Nedan ges en kortfattad information om de olika högskolepedagogiska kompetensutvecklingskurser som ges av Genombrottet under våren 2017. Förutom de allmänna högskolepedagogiska översiktsskolorna erbjuds även mer praktiska kurser samt individuella fördjupningskurser med förhoppningen att kunna möta intresseområdena bland lärarna. För utförligare information (kursider, detaljerat kursinnehåll, med mera) hänvisas till Genombrottets hemsida <http://www.lth.se/genombrottet/>, där det också finns information om kurser av andra kursgivare öppna för LTH:s lärare.

Högskolepedagogisk introduktionskurs (3v)

Kursen riktar sig främst till doktorander och nyanställda lärare och är en valbar kurs inom den behörighetsgivande högskolepedagogiska utbildningen, samt inom forskarutbildningen vid LTH. Kursen ger en introduktion till högskolepedagogik och aktuell forskning inom området. Många kursmoment bygger på deltagarnas egna erfarenheter, som knyts till pedagogisk teori. Studenters lärande och situation, examinationens betydelse och mekanismer, olika undervisningsmetoder, kommunikation och lärarens roll är exempel på områden som behandlas under kursen. Kursen syftar till att introducera deltagarna i ett tänkande kring universitetspedagogiska frågor och därmed öka deras förmåga att fatta beslut i undervisningen som gagnar alla studenters lärande. Kursen syftar också till att ge deltagarna en pedagogisk grund att bygga vidare på i deras arbete som lärare vid LTH. Kursen inleds med en kursvecka (fem heldagar) där föreläsningar varvas med gruppövningar och eget arbete. Sedan följer ett projektarbete i grupp som skall redovisas tre till fem veckor senare, samt en individuell reflektionsuppgift. Sista ansökningsdag är 17 april 2017 och kursen startar 15 maj 2017.

Communicating Science (3v/1v)

Communicating Science is an elective course of the qualifying programme in teaching and learning in higher education and of third-cycle studies at LTH. The aim of the course is to prepare doctoral students and teaching staff at LTH for situations requiring communication of science. Apart from lectures, the course consists of practical and individual exercises followed by group discussions and analysis. The exercises in rhetoric take the form of role play and group discussions. The course includes components such as techniques of scientific presentation skills and feedback, voice and speech, poster presentations, rhetoric and the writing of popular science. This course has replaced the two former courses Kommunikationsteknik and Spoken Technical Communication and is given in English. The course corresponds to 3 weeks of full-time work of which 1 week is part of the qualifying programme in teaching and learning in higher education at LTH. The course is given 5 credits in third-cycle studies, if this is in line with the individual study plan. Last day to register is February 24 2017 and the course starts March 20 2017.

Projektbaserad kollegiekurs (2v)

Projektbaserad kollegiekurs är en valbar kurs inom den behörighetsgivande högskolepedagogiska utbildningen vid LTH och vänder sig främst till grupper av lärare som delar samma pedagogiska sammanhang. Kursen ges på förfrågan i samarbete med den organisatoriska enhet där deltagarna delar det pedagogiska sammanhanget. Kursen syftar till att ge en grupp lärare, som delar ett socialt sammanhang (ämne, avdelning, etcetera), möjlighet att tillsammans fördjupa sig i för dem relevanta pedagogiska frågeställningar. Kursens huvuddel är ett projektarbete, som i normalfallet genomförs i grupp och som behandlar en för deltagarna relevant pedagogisk frågeställning. Projektet rapporteras skriftligt och muntligt inom kursen. Rapporten skall hålla en sådan kvalitet att den kan läsas av andra lärare inom Lund universitet. Förutom projektet ges inom kursen ett antal schemalagda seminarier, vars huvudsyfte är att stödja arbetet med rapporten. Litteraturstudier relevanta för projektet tillkommer.

Introduction to Teaching and Learning in Higher Education (3v)

As a PhD student or a new teacher at LTH you are invited to Introduction to Teaching and Learning in Higher Education (this course is equivalent to the course Högskolepedagogisk introduktionskurs but given in English). This course introduces you to current concepts of teaching and learning in higher education in order to develop your ability to improve student learning. The course provides an introduction for your further professional development as a university teacher. It is focused on students and their situation including students with special needs, the role of the teacher and his/her professional development, learning as a cognitive process, different teaching methods and their effect on students learning, assessment and its impact on students learning, evaluation at different levels, communication and pedagogical qualifications for teachers in higher education. Last day to register February 12 2017, course start March 13 2017.

Den goda föreläsningen (2v eller 3v)

Kursen riktar sig främst till lärare med föreläsningserfarenhet och helst skall deltagarna också ha egna föreläsningar under den tid som kursen går. Vid fler sökande än platser på kursen prioriteras dessa personer. Kursen tar upp för- och nackdelar med föreläsningar som undervisningsform, samt ett antal konkreta metoder för hur föreläsningar kan genomföras och utvärderas. Syftet är att deltagarna efter kursen skall ha fördjupat sin förståelse för undervisningsformen och dessutom praktiskt arbetat med att utveckla sina egna föreläsningar. Kursen stödjer erfarenhetsutbyte mellan deltagarna i form av auskultationer med mera. Sista ansökningsdag är 12 februari 2017 och kursen startar 27 februari 2017.

Ideas for Teaching and Learning in Higher Education (3v)

Ideas for Teaching and Learning in Higher Education is an elective course of the qualifying programme in teaching and learning in higher education at LTH. The course provides an overview of teaching and learning in higher education and is intended for lecturers with some years of teaching experience and lecturers who are or have acted as course directors. The main part of the course consists of a project where the participants together develop a course or immerse themselves in an educational issue that is relevant to their practice as teachers. The project is reported in writing and should relate to relevant educational research and is also made available to all teachers at LTH. The course also consists of seminars about theories of student learning, discussion of teaching design, practical teaching, examination

and evaluation of teaching. Course content is also related to formal regulations on teaching and approaches to these. Last day to register February 9 2017, course start February 28 2017.

Projektbaserad Högskolepedagogisk kurs för adjungerade lärare (1v)

Högskolepedagogisk kurs för adjungerade lärare är en kurs inom den behörighetsgivande högskolepedagogiska utbildningen vid LTH. Kursen är en variant av LTHs översiktskurser i högskolepedagogik och riktar sig till adjungerade lärare, som har sin huvudsakliga verksamhet i näringsliv och myndigheter utanför universitetsverksamheten. För tillträde till kursen krävs att man är anställd som adjungerad lärare vid LTH. Samtliga adjungerade lärare vid LTH har tillträde till kursen (ingen platsbegränsning) och kursen ges på begäran.

Kom ihåg

LU Case Day, April 26-27 2017, Lund University, Lund

LUCA – Lund University Case Academy was formed as a network across faculties in February 2012 to promote case-based student active learning. It was started by a group of teachers from the Faculty of Engineering LTH, School of Economics and Management (LUSEM) and the Faculty of Medicine, who share an interest in case-based methods. These include the Harvard case method, today used at LUSEM and the Faculty of Medicine, project-based learning, often used in LTH, and problem-based learning used in the Faculty of Medicine. LUCA is interested in widening the participation in the network to more teachers and faculties at Lund University. LUCA organizes since 2014 a local conference each year, LU Case Day, to share experiences and contribute to development of teaching and learning practices. All teachers, researchers and PhD-students who take active part in teaching are welcome to LUCA and LU Case Day 2017.

Time and place: April 26-27 2017 at Health Sciences Centre, Baravägen 3, Lund, room C315. Deadline for registra-

tion and abstracts March 17 2017. For further information: http://www.med.lu.se/english/intramed/teaching_research/medcul_centre_for_teaching_and_learning/lu_case_day_2017

EuroSoTL, June 8-9 2017, Lund University, Lund

Conference theme: Transforming patterns through the scholarship of teaching and learning (SoTL). Ever since the start, SoTL has had an agenda to change and improve higher education, and this conference adheres to this call. The conference will address the general theme in a variety of formats – papers, workshops, symposia, roundtables, and posters. The conference will include merging, ongoing, and finalised inquiries on how SoTL contributes to transformed patterns of learning and behavior in and between: students, teaching and teachers, collegial communities, departments and institutions, leaders, managers and society. Last day for Early Bird registration: March 15, 2017. Last day for registration: May 15, 2017. Conference home page: <http://konferens.ht.lu.se/euroso-2017>

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