

Problembaseret undervisning i forskning – med eksplicit fokus på professional adfærd

Dahlgaard, Katja; Kjeldsen, Tinne Hoff

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SDU 

Indholdsfortegnelse

Teaching for Active Learning 2015 - en konference om undervisningspraksis	2
Directions for change in design of learning spaces in higher education - Jonas Nordquist	4
Learning Activities for the Reflexive Designer - Kathrina Dankl	5
Bringing feedback in from the outback via a generic and preference-sensitive instrument for course quality assessment: MyCourseQuality - Mette Kjer Kaltoft et al.....	7
Speech-line – a method for teaching oral presentation - Henrik Juel	8
New Media – New Ways: Students’ learning in a calculus course through publication of own mathematical products - Tinne Hoff Kjeldsen	14
Organizing learning when teaching 200 students Organization Theory? A reflexive learning design for teaching large cohorts - Line Revsbæk.....	20
Problembaseret undervisning i forskning – med eksplicit fokus på professional adfærd - Katja Dahlgaard & Tinne Hoff Kjeldsen	26
Aktivering af opgaveskrivere i undervisnings- og vejledningsforløb - Hanne Nexø Jensen	32
Situationspraktik - Bo Skøtt	36

Teaching for Active Learning 2015

- en konference om undervisningspraksis

I november sidste år afholdtes den tredje Teaching for Active Learning konference på Syddansk Universitet. TAL-konferencerne giver undervisere ved SDU og andre videregående uddannelser mulighed for at

- dele, dokumentere, demonstrere, begrunde og analysere egne eksempler på aktiverende undervisning og aktive læring samt
- blive inspireret til at videreudvikle egen aktuel praksis eller udvikle en ny egen praksis inden for aktiverende undervisning og aktiv læring

TAL-konferencerne er altså et rum for undervisere til at engagere sig i Scholarship of Teaching and Learning (SoTL), for det er hvad underviserens systematisk analyserende og dokumenterende refleksion over sin undervisningspraksis kaldes. SoTL er ikke kun noget, som meget engagerede undervisere, der forsker intenst i deres undervisning og publicerer resultaterne i store, internationale tidsskrifter kan udøve. SoTL handler med den australske universitetspædagogiske forsker, Keith Trigwells ord om "making transparent how learning has been made possible" (Trigwell, 2012). Derfor kan SoTL også være en diskussion mellem to undervisere om den enes succesfulde afprøvning af en undervisningsmetode hentet fra litteraturen, hvilket leder til nedfældningen af et undervisningstip, som udsendes til samtlige kolleger på instituttet – eller præsenteres ved en TAL-konference.

Konferencen havde i år særligt fokus på læringsrum: Eksempler på relationen mellem aktiverende undervisning og det virtuelle/fysiske læringsrum, herunder design, anvendelse og evaluering af læringsrum. Derfor var årets keynote speaker, Jonas Nordquist, leder af The Future Environment Learning Project på Karolinska Institutet i Stockholm inviteret til at holde et oplæg (se side 4) om innovative, fysiske læringsmiljøer. Bidragene bestod på resten af konferencedagen af kortere oplæg, posters og workshops, men i denne publikation har bidragene følgende to formater; vodcasts, som deltagerne efterfølgende har produceret og tekster, som udfolder det oprindelige bidrags pointer.

Både konferencen og denne publikation viser, at der foregår meget nyskabende, velbegrundet og gennemtænkt undervisning på tværs af uddannelsesniveau og – institution, og arrangørerne bag konferencen takker alle deltagere og bidragsydere for at medvirke til at sætte fokus på, hvordan aktiverende undervisning og aktiv læring kan praktiseres.

Vi håber med denne publikation ikke alene at kunne inspirere til fortsat erfaringsudveksling og videreudvikling af de mange gode praksisser inden for aktiverende undervisning og aktiv læring, men også at have givet mulighed for undervisere til at dokumentere og dele deres reflekterede erfaringer med undervisning – at synliggøre, hvordan læring er blevet gjort mulig!

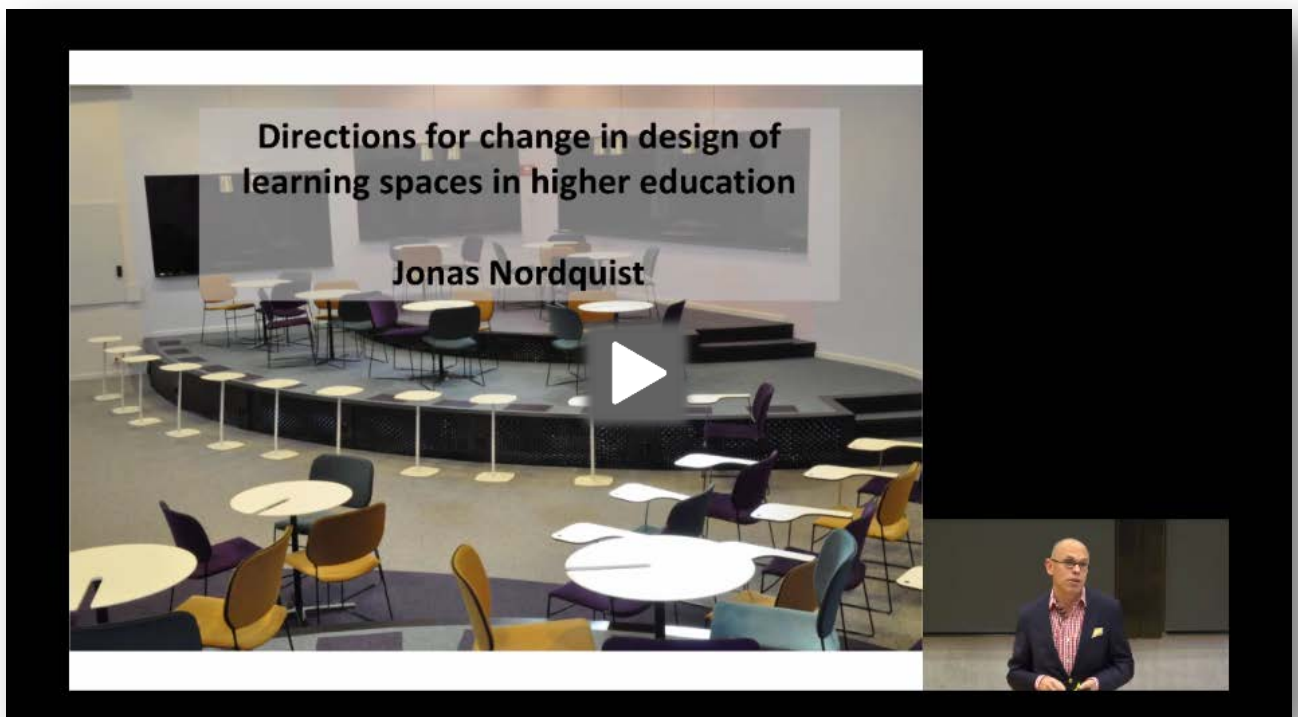
På vegne af conferencearrangørerne
Cita Nørgård og Rie Troelsen

Trigwell, K. (2012). Scholarship of teaching and learning. I: Hunt & Chalmers (eds.): University teaching in focus: a learning-centred approach (s. 253-268). Acer Press.

Directions for change in design of learning spaces in higher education

Jonas Nordquist, Visiting Professor, Karolinska Institutet

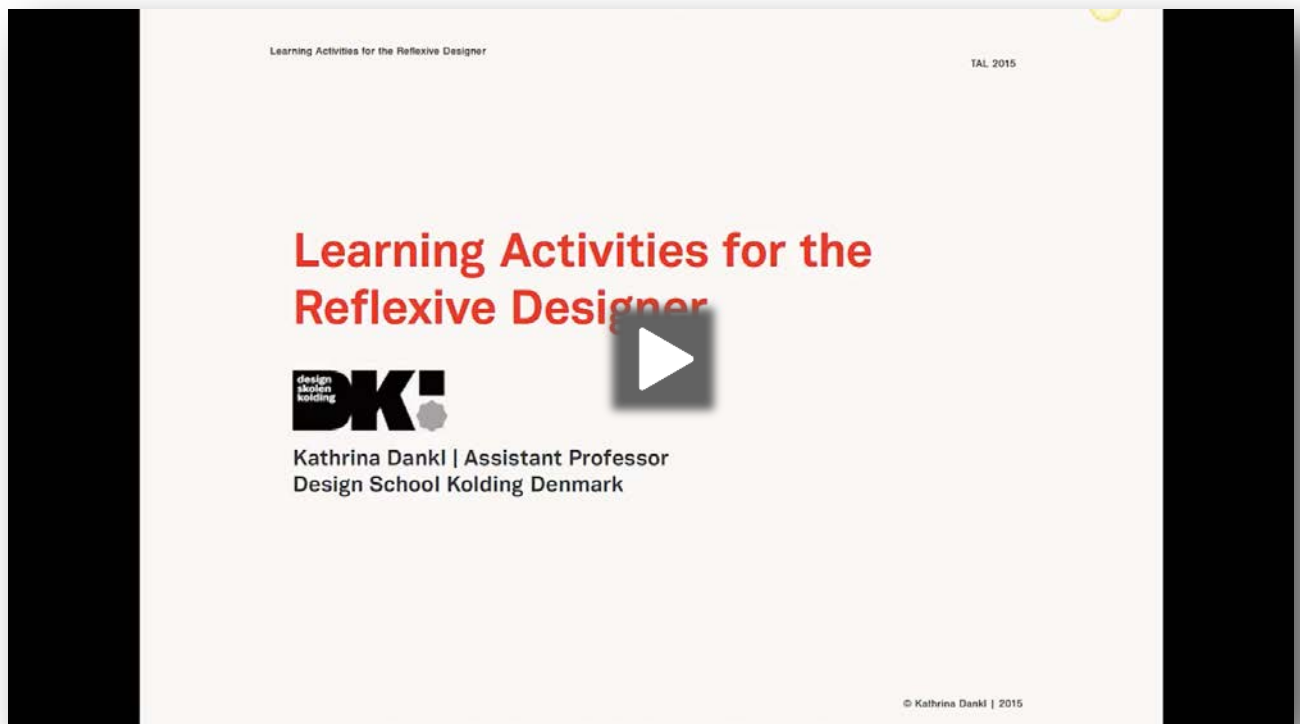
Physical space has been neglected in its impact on the success of learning. Health programs and higher education in general are accommodated in traditional didactic learning spaces: lecture theatres, seminar rooms, and separate buildings for academic disciplines. Hospitals have limited provision for student learning. Yet learning patterns and educational methods have been transformed. What are the trends globally in providing high performance learning spaces that respond better to emerging needs? What are the key design features? What can we learn from the innovative work and learning spaces in the corporate and other sectors? This session addressed the overall issue of aligning the curriculum with physical learning spaces.



Link til video: <http://videoportal.sdu.dk/#player/14206>

Learning Activities for the Reflexive Designer

Kathrina Dankl, Assistant Professor, Design School Kolding



Link til video: <http://videoportal.sdu.dk/#player/14388>

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Bringing feedback in from the outback via a generic and preference-sensitive instrument for course quality assessment: MyCourseQuality

Mette Kjer Kaltoft, PhD, MPH, Department of Medicine/FAM OUH Svendborg Hospital

Jesper Bo Nielsen, SDU

Glenn Salkeld, University of Sydney

Jo Lander, University of Sydney

Jack Dowie, London School of Hygiene and Tropical Medicine, UK

<http://www.ncbi.nlm.nih.gov/pubmed/25720558>

Bringing feedback in from the outback via a generic and preference-sensitive instrument for course quality assessment: MyCourseQuality [1]
[first findings from a pilot, Sydney Australia 2015]

TAL15 conference 3 November 2015, SDU Odense SC4-1
Mette Kjer Kaltoft*[^] and Jesper Bo Nielsen, SDU
Glenn Salkeld and Jo Lander, University of Sydney
Jack Dowie*, London School of Hygiene and Tropical Medicine, UK
* affiliated [^] Work: Department of Medicine/FAM OUH Svendborg Hospital, PhD, MPH

[1] *JMIR Research Protocols*, 4(1), e15. 2015.



Link til video: <http://videoportal.sdu.dk/#player/14387>

Speech-line – a method for teaching oral presentation

Henrik Juel, Roskilde University

The Speech-line method to be described below allow for a rapid, effective and individually adapted development of specific speeches and for improving students' skills in oral presentation in general. The method is truly oral (not based on written manuscripts) and has an immediate focus on the live performance of the speaker, including non-verbal communication (body-language) and the use of the individual voice.

Learning outcome of activity

Strengthening the active rhetorical skills of students help them to present academic subjects in a clear and convincing manner. This is relevant not only for everyday classroom work, but also for oral exams, and for presenting research projects. In a wider academic and future perspective this will also be relevant when addressing colleagues at conferences - as well as for job-interviews and for pitching professional ideas.



Students at Roskilde University engaged in a Speech-line exercise, September 2014 (Photo by the author).

The Speech-line exercises are focused on developing the students' individual skills in oral presentation, but the exercises contribute also to an analytical and critical awareness of rhetorical performances in general in the media and in live settings. Thus working on students' practical skills in oral presentation very soon has

a positive spill over effect into the learning objective category of knowledge: it strengthens the analytical and critical awareness of rhetorical tools and concepts. This again combined with the ability to speak one's mind in a variety of situations and in front of a variety of audiences will increase the personal competences of active citizenship.

The oral principle of the Speech-line method

The Speech-line method aims at improving skills in oral presentation, but it does not start with theory about how to write a good speech: it starts with speaking and developing the skills of speaking directly without (the most often distracting detour of) writing and memorizing a manuscript. This is different from the traditional approach in most textbooks about rhetoric and speech. First step in this new approach is on the floor and live performance: how to use voice and body – and the next steps include a variety of rhetorical resources to be used in front of different listeners in order to obtain a positive contact and a possible productive communication.



Speech-line in a rhetoric workshop, Roskilde University, February 2015 (Photo by the author).

First of all the instructor (teacher) simply asks the students to stand up and form two rows (speech-lines) facing each other a few yards apart in the classroom. The point of departure here is what seems like an ordinary face-to-face oral communication situation where one student speaks to one other student about a self-chosen subject or about a theme decided by the instructor, like “What I like to do in my free time (hobby)” or “What I see as a major problem in the world today”. Public speaking in front of a large audience seems scary to most people, but talking just to one fellow student is a familiar situation and easy for students to handle without nervousness. So they can concentrate on explaining their point in a clear and convincing manner. The listening students are instructed to encourage a clear presentation and to insist on hearing everything well.

From there the students move on and speak each one to a new listener, they get feed-back, they develop their speech, and again move on, gradually improving content and form. Eventually they move on and try to give the speech in front of a group or a larger test-audience. This procedure takes advantage of the fact that most people, including young students as well as seasoned university professors, tend to become nervous, stiff, and generally less communicative when faced with a large audience, whereas everybody seems to know how to speak in a fairly interesting manner when relating to just one peer. So the Speech-line method is using the semi-natural setting of a person-to-person address as a stepping-stone in order to help the speaker to develop form and content of the speech.

The actual wording is being developed on foot as you are talking to a person in front of you (not writing it down on paper just imagining an audience), and the gestures, mimics, posture and so on are from the very beginning understood to be integral parts of the communication. Focus is thus on the success of the situated communication, not on the perfection of abstract claims on paper.

Description of the Speech-line exercises in detail

The speech-line exercises can be conducted in different ways depending on the number, nature, and experience of the student groups. For new students having perhaps their first rhetoric workshop a typical procedure would be: two lines of students stand on the floor not too far apart, and with the other pairs of students also standing fairly close. The instructor presents a theme that all should be able to talk about, but the instructor leaves little time for reflection or objections, the speaking should begin immediately. Each one in line A gives a short draft version of their individual idea/speech to a partner in line B. This should be short, just half a minute or so. As the neighboring students are also speaking there will be quite a bit of noise to overcome, so each speaker has to be careful to speak up, to articulate well and to support the voice with suitable gestures and mimics. The partner listening may even say “Speak up” or “What?” or “Repeat that” as a first live feed-back. Then the line B students (the listeners in this first turn) retell what they heard and perhaps add suggestions to their partner in line A: what should be explained better or expanded on? Then the line B students give their first short speech - and receive some feed-back from their partners in line A.

The lines now move one notch, so that each participant gets a new partner (the student at the end of one row consequently has to run or dance all the way up to the other end to make the change fit – due to this “dancing” some students have nicknamed the speech-line “line-dance”). Then the line A students give their speeches again now in an improved and expanded version to the new partner, and the feedback process and development continues. With each turn the instructor can add new elements and challenges from the toolbox of rhetorical skills, e.g. ask the speakers to now include a very specific example like something that can be almost smelled or touched. Also it is often a good idea to ask the students to include a stronger pathos appeal or an ethos appeal.

If the class is not yet familiar with rhetorical concepts like these, one can just ask them e.g. to explain clearly in their speech why this topic is important to themselves, or one can ask them to act as if they are really eager to convince the listener. The listener can also be instructed to come up with a very appreciative and participatory attitude, or, in some cases (more advanced), to come up with a very skeptical attitude. This way the speakers get to try different speaking conditions in a quick, easy and safe way. The instructor can also suggest including some metaphors or other figures of speech, to throw in a counter-argument and

rebuttal, and even to try to change the order of the different elements in the speech, so that they start and end in a new way. It often comes as a surprise to the students how easy it actually is to improvise and change the order of the different elements as you please once you have a good overview of what you want to say.

After some turns when the speeches are fairly well developed it is often a good idea to make the students work together in the actual pairs in order to find a good slogan or sound-bite that captures the essence of each speech. For the next round it is then demanded that this sound-bite should be used as the opening line and as the concluding remark – and that it should also be used somewhere in the middle. Not to say that this is the final formula, but just to try out and demonstrate the power of having a catchy fraise repeated. If some students find it hard to come up with a good sound-bite they can just try to give their speech to the whole group, and then everybody can participate in this creative process. In the end it is naturally up to the speakers themselves to decide what to include and what not of the different suggestions; it is important that each student feel that they “own” their own speech. Giving a speech should not be like acting out a role in a theater, but it should be about saying what you mean and meaning what you say.



Hyde Park, London, May 2015. Students from Roskilde University practice with the Speech-line method just before their public speaking at Speaker’s Corner. They all managed and spoke well (Photo by the author).

When working with older, more experienced students, Ph.d. students, or even university professors, the speech-line exercises should often follow a slightly different procedure in stead of building up an oral presentation element by element and gradually add more and more to the basic idea or argument. It is

namely often the case that a “truly academic” speaker has too much to say, does not know where to begin or end, or what is most illustrative or understandable to a larger audience. Ph.d. students in my workshops have often claimed that they could not possibly describe their research field and basic problems in just half a minute. So obviously it would not be easy to use the normal additive procedure of the speech-line as describe above. But then the exercises just start the other way around: Line A gets to talk for about 5 minutes about their research subject or project – and then afterwards line B gives a short feed-back about what was understood and heard as the most essential. Then you try again with a new partner and gradually refine the presentation until the essence and structure becomes clear, with a nice illustration, perhaps even with a motto and other features of eloquence.

Experience, evaluation and reflections

The Speech-line method aims at developing speaking skills through direct *actio* exercises without the detour of writing. It is possible to take these exercises outside (if the weather is nice) and also to try out in different rooms, auditoriums and hallways. It all adds to the experience of speaking under different conditions. The exercises work well with a class of about 20 students, but larger numbers can easily be taught by just one experienced instructor, if just everybody agrees to keep some discipline and actually help each other. Students usually welcome this chance to give advice to each other, and they are usually very creative and resourceful once they get the chance.

Through these (most often very playful and enjoyable) *actio* exercises the participants learn how to overcome nervousness and awkwardness at the same time as they acquire a variety of rhetorical tools enabling them to clarify their points and their communication with different audiences.

Mastering oral communication is important in my opinion – also in the age of digital online media – and a prerequisite for democratic citizenship and participation. Teaching speech as a critical and productive competence should –also in my opinion – be taught and practiced more efficiently and in its own right at all levels of education.

The Speech-line method has been developed during my workshops and courses in rhetoric at Roskilde University during the last 10 years (bachelor, master, and Ph.D.-level, and very often with international students). The method has also been tested on university colleagues and on participants from outside the university world, and it has received very positive evaluations (also in anonymous, on-line evaluations arranged by the Board of Studies). The didactic principles involved have to some extent previously been described and published, as seen below in the selected bibliography. It should perhaps also be mentioned that the Speech-line method is based not just on experience but also on the principles of a phenomenological approach to language, knowledge, and communication, and that further documentation of this is in print (see below).

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New Media – New Ways: Students’ learning in a calculus course through publication of own mathematical products

Tinne Hoff Kjeldsen, Department of Mathematical Sciences, University of Copenhagen

The idea of the teaching experiment “New Media – New Ways” in mathematics teaching and learning at university level was to create a learning environment in which all students were active in communicating mathematics orally and visually by becoming producers of mathematical video tutorials. The context was a first year calculus course at Roskilde University¹. The wish was to improve the students’ learning and understanding of the mathematical objects and techniques in the calculus course without changing the curriculum of the subject matter. Three didactical research questions related to the learning of mathematics and to the development of students’ mathematical and generic competences were addressed in the experiment. One of them was whether such a learning environment can support the students’ concept formation, and if so in what sense?

In the present paper, the focus will be on the intended learning outcome and the description of and the rationale behind the design of the activity of having students become producers of their own mathematical video tutorials. The paper finishes with a reflective description of our experiences with the experiment and some initial results regarding the support of the students’ concept formation, one of the students’ reflections about the teaching experiment, and a discussion of how such a practice can be, in fact already has been, of inspiration to others who are teaching other subjects and disciplines.

The intended learning outcome of the activity

The intended learning outcome of the activity of having students produce and publish their own mathematical video tutorials was to develop their competencies in communicating mathematics to others in a precise and concise way by using the genre of video tutorials. In more detail, the intended learning outcome was to make the students able to present a mathematical argument in problem solving in a coherent way with precise use of the mathematical concepts; to be able to orally and visually argue for and explain the use of a mathematical technique in problem solving; to be able to plan, design and orally present explanations and arguments for solutions of mathematical problems in precise, concise and coherent ways.

Description of and rationale behind the teaching activity

We wanted to support the students’ abilities to engage in dialogues with each other and with the teacher about the mathematical concepts, techniques and methods of the calculus course in order to facilitate deep learning of the subject matter and to strengthen the students’ concept formation. To support the students’ learning and understanding of the concepts, techniques and methods of calculus the idea was to create a learning environment in which the students engaged in dialogues with each other in order to

¹ The experiment was supported by the grant 14-038 from Roskilde University.

articulate, present and explain mathematical concepts, techniques and arguments. The traditional (written) problem solving exercises of mathematics (which in the following are referred to as portfolio sets) were supplemented with video tutorials which were made by the students with publication in mind. The students also worked on a so-called mini-project in groups of three to five students. The groups chose a subject among different subjects from their calculus textbook. These subjects were not covered in class. Each group wrote a technical report of no more than two pages. The report had to be supplemented by various video and/or other visual and oral products². The main idea was to make the students produce and publish their own mathematical products through the use of various app's and video-recordings. The students' publications combined oral and written explanations and presentations of their mathematical product with visual elements³.

The assessment was changed in order to align the course. An oral examination was implemented at the end of the course, partly in groups, partly individually: First the students presented their mini-project in groups. The students left the examination room after the group presentation. Secondly the students re-entered the examination room one by one for the individual part of the examination. Each student presented one of the portfolio sets. The set was chosen on the spot by drawing a number. The approval of the mini-project and the individually portfolio sets of exercises were prerequisites for participating in the oral examination.

During the course, the students handed in three sets of traditional written exercises as usual. These sets, so-called portfolio sets, were individual products. The students were encouraged to discuss the solution of these exercises with each other, but each student handed in his or her own written solution to all the exercises in a portfolio set. These exercises were afterwards distributed between the students who in small groups of two to four students produced a video tutorial using the app *Explain Everything* or by other means of a solution to the exercises, see figure 1.

² In this paper the focus will be on the video tutorials for the portfolio exercises.

³ The description of the genre and the design of requirements and workflow were developed in collaboration with Maja Bødtcher-Hansen, head of TEACH, University of Copenhagen.

Information on Portfolio Set 1

Portfolio set 1 consists of the following two elements:


1. A solution of all the exercises in the particular portfolio. This is individual. Every student must upload their portfolio sets in Moodle (pdf-files) no later than the deadlines announced in the course schedule. If you do the exercises with "pen and paper", you can make a scan of your work into a pdf-file, and upload the pdf-file. You must show "your way of thinking" when you do the exercises. Writing the solution is not enough, you must also write down the argumentation and demonstrations according to the particular exercises. Remember to also state the problems of the exercises. The individual part of the final will be about the exercises in the portfolio sets, hence your individual solutions of the exercises of the portfolio sets will serve as your preparation for the individual part of the final. (See the "final"-file on Moodle for an explanation of the form of the final for the Calculus course)
2. A video demonstration of a solution to *one* of the exercises in the portfolio. This is a *group work*. Each group consists of three students. Each group will be assigned an exercise for the video by the course teacher. For instructions of how to make the video and for product requirements, see the "video instructions and requirements"-file on Moodle.)

Figure 1: Information for the students concerning the requirements for the portfolio sets

The tutorial genre for the video part of the assignment for the portfolio sets was introduced to the students and aligned with the assessment as can be seen in figure 2.

Video Assignment for portfolio

You must prepare a tutorial for the exercise you have been asked to work with. A tutorial is a visual, instructive guide with added speak. The genre is used primarily for technical explanations on the internet and 'Walk Troughs' to computer games. Here we use it to communicate mathematics, both to understand the content and partly to train oral communication with and about mathematics (and as preparation for the final).



Your tutorial must be prepared in the app: "explain everything" (download in the app store). You can see a tutorial (!) to the program's most basic functions here: <https://www.youtube.com/watch?v=9yvA4bzfrl4> See it before you come to class on Thursday the 23. of October, so you can skip most of the technical problems.

The assignment corresponds to the individual part of the final, where you draw a portfolio set and have to characterize it in relation to the syllabus and then focus on specific, representative exercises that illustrate the concepts, techniques and issues. Taken together, all your video tutorials constitute a 'bank' of small videos for each portfolio set.

Figure 2: Information for the students concerning the video assignment for the portfolio sets

Furthermore, the students' work with the video tutorials was supported by various requirements and specifications for their publications, as can be seen in figure 3.

Product requirements for the video:

The video may last 3-5 minutes. All group members must play an active role in the preparation. The video must contain the following:

1. Introduction
An introduction to your tutorial (we are xxx, this tutorial is aimed at xxx)
An introduction to the topic (e.g. xxx)
What kind of math is involved?
What do you calculate / use it for / describe?
2. Problem Solving
A demonstration of how to solve the exercise
In your demonstration you must explain and highlight every step both verbally and visually
3. The "bottom line"
Finish the video with a short summary
Reference to the introduction (e.g. we now have an example of)

Figure 3: Information for the students concerning the product requirements for the video tutorials

Finally, the quality of the students' group work with the video tutorials was supported by the specification of a workflow during the production phase, see figure 4. All students had to follow the workflow during which they created a written manuscript for their tutorial. Before the students began to record their tutorial, they were required to have their written manuscript approved by the teaching assistant of the course – step 4 in the workflow in figure 4.

Workflow:

Before you begin, you should all have downloaded "explain everything" and seen the accompanying tutorial (link above).

1. Formulate an introduction to the exercise. You may write it out completely in prose, so the text can be read aloud.
2. Write down the solution to the whole exercise
Divide the solution process into clear 'steps' - preferably with a number.
Elaborate on each 'step' with the speaking that needs to be added in the video.
3. Formulate "the bottom line" - remember to refer to the introduction
4. Check with Tim
5. Make a small test movie where you test the sound and get familiar with how to draw and write in the program.
6. Record the movie.
7. Upload the video to Moodle with the file name: "exercise ?? in chapter ?? "or" review exercise ?? in chapter ?? " according to which kind of exercise you have worked with.

Figure 4: Information for the students concerning the work flow requirements for the production of the video tutorials

There were three portfolio sets distributed over the duration of the course which means that each student was engaged in the production of three video tutorials as described in figure 2, 3 and 4. The video tutorials

of the exercises in portfolio 1 were made in class. One module of two hours was spent on the production of the first tutorials. The rest of the tutorials and the videos the students made for their mini-project were produced by the students as homework i.e. outside of class. The tutorials were published on Moodle and all students had access to all the videos that were produced by their fellow students during the course. The videos functioned as preparation and help for the individual part of the oral examination.

Reflective description of experiences and how the activity can be inspirational to others

All the students were orally active with a particular focus and a well-defined task of manufacturing video tutorials. The specifications and requirements for the video tutorials together with the description of the workflow facilitated a learning environment for deep learning because the students came to discuss, explore and work with the mathematical concepts of calculus at a structural level which is usually not supported by traditional, written problem solving in calculus. It is the process of planning, designing and explaining which goes into the fabrication of the tutorials that mediate this kind of deep conceptual learning – it is important that the focus stays on that part, and not on making “perfect” videos.

One group produced a video where they worked with the mathematical concept of a limit. Their work with producing the video was audio recorded. The analysis of this data shows that the students, while following the workflow and the requirements for the video-tutorial, came to discuss, explore and work with the limit concept both as process and as object. The students’ switch to an object-based thinking of limits was triggered by the requirement that they had to introduce the concept in the beginning of their tutorial, and explain it in the video in connection with the specific exercise with a concrete function. These initial results shows that the learning environment created by the fabrication of the video-tutorials that the students produced can support the students’ formation of the limit concept both as a process and as an object.

The alignment of the requirements for the students’ work with all their products (the portfolio sets, the tutorials, the technical report and the mediatized elements in their mini-project) during the course and the final was an important aspect of the design of the new learning environment. The oral communication skills which were needed for the final were trained through the student-student interactions in the design phase of the video productions as well as in the actual fabrication of the videos of the portfolio exercises and the mediatized parts of the project work. The mediatized products of the project report were directly aligned with the first part of the final, and the fabrication of the video tutorials of the exercises from the portfolio sets were directly aligned with the second part of the final. The bank of video tutorials of the total amount of exercises in the portfolio sets that was produced by the students during the course helped the students prepare for the second part of the oral examination. The students were very concerned with designing tutorials that explained clearly and in depth how to solve the exercises precisely because it would be used by their fellow students for the preparation of the final.

All in all the experiment was well received by the students. Afterwards, one of the students, who is studying for a master degree in didactics of mathematics, wrote that especially her competence to reason with mathematics was supported by the tutorial genre (see figure 5).

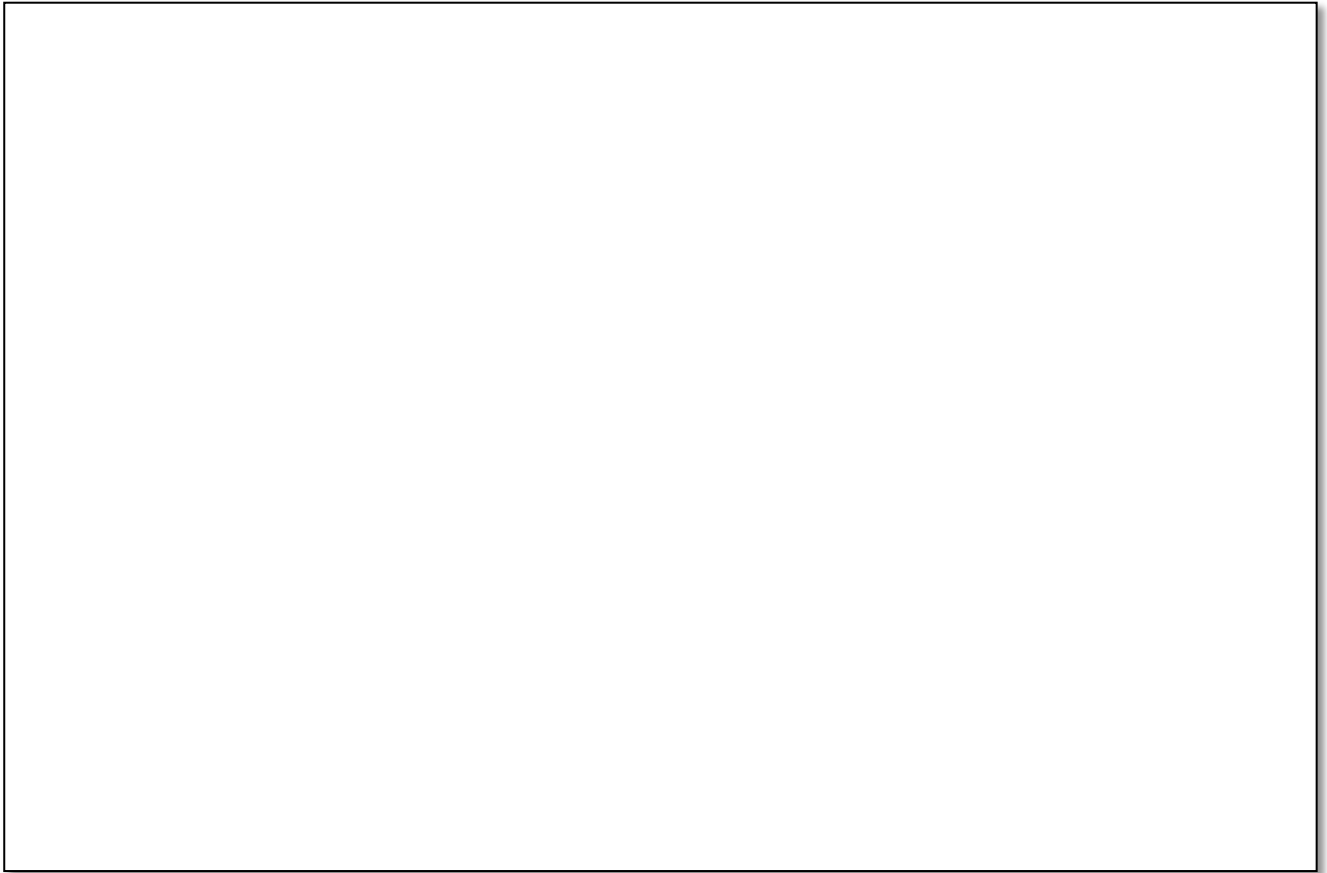


Figure 5: A student's reflections regarding the significance of the tutorial genre for the learning of calculus

The idea was to have students produce and publish their own products in order to enhance their competence in arguing, explaining and using mathematical concepts and problem solving strategies. This is not limited to the specific subject matter of the course, but can be transferred to other mathematics courses treating other subjects and to other disciplines (e.g. chemistry, physics, biology) as well. The possibility of adapting such a learning environment and using tutorials as another kind of student products will be explored in the spring of 2016 at University of Copenhagen in a first year course on mathematical analysis and a course in chemistry.

Organizing learning when teaching 200 students Organization Theory?

A reflexive learning design for teaching large cohorts

Line Revsbæk, Assistant Professor, SDU Design Research, Department of Entrepreneurship and Relationship Management, Syddansk Universitet, Kolding, revsbaek@sdu.dk

Biggs reminds us that facilitating student learning is not primarily about *what the teacher does*, but about *what the students are made to do* in our teaching designs (Biggs 2006). 'Active learning' is a key principle when a course curriculum is designed at the University of Southern Denmark (SDU) (<http://www.sdu.dk>), and although criticized for implying there is such a thing as 'passive learning' the principle serves to emphasize teaching practices that engage the students to work relevantly with the course content. This paper outlines a reflexive learning design for teaching large cohorts Organization Theory by organizing students, course teachers and advanced-student instructors as 'an organization' that inquires into the organizational life of both external organizations as well as that lived by students, teachers and instructors in the course simulator organization, and relating these inquiries to the course theoretical curriculum. Drawing on the lived experience of students, the teaching design includes "*inquiry-oriented activities, interaction amongst learners, and the development of reflective skills*" (Korthagen & Kessels 1999:7) characteristic of what Korthagen and Kessels elsewhere label 'realistic education'.

Becoming the organization under investigation

The redesign of a bachelor course on *Organization Theory and Philosophy of Science* at the University of Southern Denmark in 2015 organizes 255 first and third semester students enrolled in Business Economics and Design Culture and Economy into 52 student teams in a simulator organization. We named the simulator organization the 'OT-organization' ('OT' being short for 'Organization Theory'), and the goal of our simulator organization was formulated as the two-fold concern of 1) producing one-page case descriptions of current organizational issues in local organizations as a basis for the course oral exams and 2) facilitating the learning of the students.

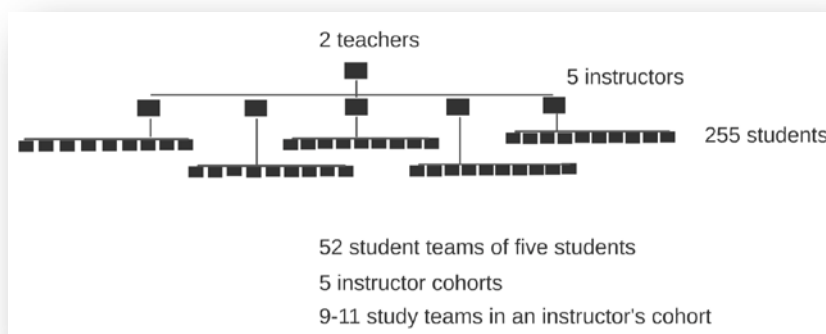


Figure 1: Organizational chart of the "OT-Organization"

All student teams are made to belong to an instructor's cohort consisting of nine to eleven teams, and five advanced-student instructors work as facilitators during weekly instructor sessions. In terms of the metaphor of being an organization, the advanced-student instructors engage in a role parallel to middle managers in an organization, with the students being employees and teachers the organizational CEOs. In order for the simulator organization to work 'as an organization', that is, for the student role to be paralleled to an organizational employee role and the teacher role to be paralleled to a managerial role, all participants need to be engaged in and responsible for the production of the simulator organization. The only true 'production' of any educational setup is the successful exams of the enrolled students. Therefore, in order for the students to perceive of themselves as employees in the simulator organization they need to be engaged in setting the stage for these exams along side the teachers. Answering to the first goal of the simulator organization, we requested of each of the 52 student teams to work out a one-page anonymous company case to appear in the complete course case compendium from which the teachers would choose and attach exam questions for the course exam.

In previous years, cases used in the course exam have been teacher-selected either from teacher's own research or the public media, but in the course redesign students are asked, as part of their active learning, to interview a (university-external) person of their own choice about his or her working life in the organization where he or she is employed. In a small-scale inquiry each student team plans two interviews with their course-external interview person, and outlines an interview guide under the supervision of their advanced-student instructor. Peer student teams within an instructor's cohort give feedback on each others interview guides as well as on the initial draft on the case description by the student team.

Conducting interviews, discussing the case draft with peer student teams, and reading the case descriptions made by neighboring teams ensure that the students acquire the abstract knowledge of the course curriculum in close reflection on actual and experienced organizational life. The course redesign thus engages the students not only as *readers* of philosophy of science and organization theory but also as *active inquirers* and *organizational participants* themselves.

The course learning goals are for the students to:

1. **Describe** and **compare** key concepts, theories and models in organizational behavior, organization design and philosophy of science.
2. **Identify** and **analyze** organizational issues drawing on the course concepts, theories and models.
3. **Suggest** and **assess** recommendations for action drawing on the course concepts, theories and models.

From the course practice of continuously relating theoretical concepts to lived experience (both that expressed by interview persons and that of the students themselves in the simulator organization), the students are expected to more readily apply the course theoretical concepts in their analysis when they are faced with organizational issues in either case descriptions at the course exam or in future employment situations.

Active learning by 'job enrichment' of the student role

"Job enrichment entails modifying a job in such a way that an employee has the opportunity to experience achievement, recognition, stimulating work, responsibility and advancement" (Sinding, Waldstrøm & Kinicki 2014:203).

'Job enrichment' is one of the many concepts the students in the 10 ECTS course on *Organization Theory and Philosophy of Science* encounter in their 1000-page theoretical curriculum on organizational behavior and design. The concept relates to *Herzberg's two-factor theory of motivation*, and according to Herzberg, employee satisfaction and intrinsic motivation is enhanced by the possibility for employees to experience recognition, by enhanced employee responsibility and possibilities for advancement. Most often enriching a job is done by delegating responsibility from a supervisor to an employee, described in the course textbook as 'vertical loading' of the employee job:

"Rather than giving employees additional tasks of similar difficulty (horizontal loading), vertical loading consists of giving workers more responsibility. In other words, employees take on functions normally performed by their supervisors" (Sinding, Waldstrøm & Kinicki 2014:203)

In the re-design of the bachelors course on *Organization Theory and Philosophy of Science* the student role is 'enriched' by inviting the student teams to work out the written organizational case descriptions that are to frame the course exam concluding the semester. It was formerly a teacher responsibility to seek out and select the suitable case descriptions as a basis for the exam, but now, by 'vertically loading' the student role, students are engaged in shaping material for their course exam. It is still, as in previous years, a teacher responsibility to formulate and attach theoretical exam questions to each of the one-page student-written case descriptions.

Reality 'out there' - or 'around here': Reflexive learning

"Reflexivity points to the impossibility of standing outside our experience and observing it, simply because it is we who are participating in and creating the experience, always with others." (Stacey, 2012:112). "Reflexivity is the activity of noticing and thinking about the nature of our involvement in our participation with each other as we do something together" (Ibid.).

In educational settings we tend to talk about 'the world outside' the university, often implying this is the 'real' world, and the university setting is not as real. I know both colleagues and myself to do this as we seek to exemplify to our students some practical implication of a theory presented, say, in a course textbook. One could argue that the extensive reference to an organizational life 'out in the real world' (as opposed to that shared between teachers and students in the university) risks being at the expense of recognizing the students' previous (life) experiences as relevant (organizational) experiences to be properly explored, relevantly understood and quite possibly challenged by the theoretical readings in their curricula. Our full-time students enter the university already with organizational life experiences from being part of families and taking part in teamwork, and we may organize their activity (say, during a course on *Organization Theory*) so that their experience of taking part become (also) organizational experiences, and thus experiences to reflect upon drawing on the course theoretical content. Working in such a way with our students turn their knowledge acquisition into basically a reflexive learning process. A reflexive teaching design gives authority to the lived experience of the inquirer, while at the same time educating the student inquirer about the traditions of thought and the cultural knowledgebase within a field (Stacey 2012).

Workflow in the simulator organization

Prior to the course redesign the course teaching consisted of 5 lectures each week in 15 weeks, and 5 instructor sessions of each three hours ran separately from the lecture program. In the course redesign, the instructor sessions are integrated into the lecturing design following three introductory lectures on the curriculum theme of the week and as a prelude to the perspective lecture that closes off a thematic module (see figure 2). The advanced-student instructors act as process consultants to the work done in each of the student teams as well as traditional expert students giving advice and commenting on the course students' exercises. During a 13-week course the combined teaching and instructors' sessions covers 12 curriculum themes such as group formation and dynamics, team organization, personality dynamics, motivation theory, power, politics and management in organizations, organizational culture, conflict and climate in organizations, organizational structure and design, strategy, organizational change, decision making, technology in organizations and innovation, intrapreneurship and creativity in organizations. Each week the focus is on one theoretical theme and the inquiry is designed as an interplay of lectures, exercises and casework in the student teams, peer inquiry across student teams, and teacher and instructor facilitated plenary discussions.

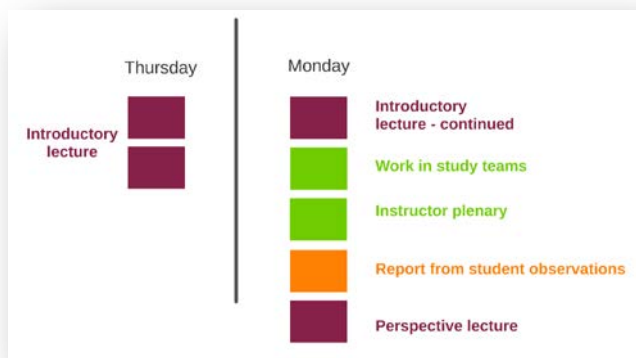


Figure 2: The structure of a thematic module. 12 thematic modules cover the course curriculum.

The use of an organizing metaphor (in our case the metaphor of 'an organization') to guide the design of teaching activities also sparks practical solutions to unforeseen problems during the course planning and conduction. One example was three weeks into the course facing the absence of one of the five advanced-student instructors in the weekly instructor's session. In the traditional setup with the instructor sessions separate from the lecture program, the instructor session of the absent instructor would have been cancelled and rescheduled, but in the integrated instructor's sessions a different solution was needed and approached as parallel to the organizational situation of a department manager leaving or being absent from a department - in which situation a suitable practical solution would be to constitute a department employee in the role of 'acting manager' during the absence of the formal manager. Two students volunteered to support each other and act in the role of 'acting instructors' facilitating the dialogue and instructor's session of their peer group on the day of their instructor's absence. Constituting the two students as 'acting instructors' is one example of 'vertically loading' the student role in the simulator-based reflexive teaching design.

Teaching resources

Additional resources were added for the instructor’s sessions in the redesign of the course on *Organization Theory and Philosophy of Science*. Organizing as ‘an organization’ entails much closer collaboration and face-to-face contact between the course teachers and the advanced-student instructors compared to the old and primarily lecture-based teaching design.

Before	After
75 hours of lecturing	64 hours of lecturing
15 hours of instructor sessions	26 hours in student teams under supervision of instructors
4 instructors (a total of 60 hours of instructor sessions)	5 instructors (a total of 130 hours of instructor sessions)
2 teachers	2 teachers
1 hour email correspondence between teachers and instructors. No face-to-face meetings.	8-10 hours of ‘management’ meetings (between teachers and instructors)

Table 1: The use of teaching resources – before and after the course design

Evaluative comments

During the first semester running the course redesign in 2015 37 student teams handed in a case description at the end of the semester. Many student teams merged during the semester as some teams grew smaller due to student dropout (74% of the students enrolled in the course were first semester students). A few teams did not manage to complete a case description. Approximately 20 of the 37 student-written case descriptions figured in the course exam in January 2016. At the time of finishing this paper the course assessments were still unavailable but the university student evaluation report was published and supplemented by a teacher-initiated qualitative evaluation to inform the future development and adjustments of the pilot teaching design.

129 of the 228 students enrolled at the end of the course answered the university standard student evaluation. The students rated the degree to which the course learning activities contributed to their professional outcome of the course and scored an average of 3,24 on a scale ranging from 1) “not at all”, 2) “to a small degree”, 3) to “some degree”, 4) “to a high degree” and 5) “to a very high degree”. Viewed from the perspective of the additional remarks made by students in the standard course evaluation, this average score seems to primarily reflect an irritation with too many different types of exercises applied in the instructor’s sessions and a failed initiative of peer inquiry across student teams and less the initiative of conducting external interviews and outlining organizational case descriptions. Asking the students to reflect on how their experience in the ‘OT-simulator-organization’ resembles organizational life in a workplace surfaced both endorsing and critical student remarks valuable for the further improvement of the reflexive learning design. Some of these comments were addressed specifically to aspects of the redesign concerning the ‘job enrichment’ of the student role – and these comments, not surprisingly, resonate with employee responses reported in the literature in relationship to either successful or failed job redesign and employee empowerment initiatives (Sinding et al. 2014):

Student Group 1 - endorsing remark

“It works well in our study team ... You get a sense of shared responsibility when we have a task that we need to solve together ... We do assignments that are beneficial to the whole [simulator] organization... It is often referred to that we

are part of a larger organization, and the fact that it is referred to makes us think about it. It is mostly the fact that we are producing something which makes up the output for the larger organization”.

Student group 2 – critical remark

“We are not given enough time to work with the case descriptions. And the casework is not quite the foundational element it was presented to be. In addition, it seems like a disclaimer of responsibility on behalf of the teachers to ask us to do the case descriptions [to appear in the course exam]”.

Closing remarks

This short paper outlined some key characteristics of the redesign of a course on *Organization Theory and Philosophy of Science* at the University of Southern Denmark (campus Kolding) turning the community of students, teachers and advanced-student instructors into ‘an organization’ with the production goal of creating one-page case descriptions as a basis for the course oral exam. Organizing (part of) the activity among students, teachers and advanced student instructors in terms of a ‘simulator organization’ enable all engaged parties to reflect on their experiences of taking part in the work during the course in terms of organizational experiences to be explored, explained and responded to on the basis of the course theoretical curriculum.

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Problembaseret undervisning i forskning – med eksplicit fokus på professional adfærd

*Katja Dahlgaard, Institut for Naturvidenskab og Miljø (Science), Roskilde Universitet,
katjad@ruc.dk*

*Tinne Hoff Kjeldsen, Institut for Matematiske Fag, Københavns Universitet,
thk@math.ku.dk*

Introduktion

I universitetsundervisningen har vi generelt meget stor fokus på, at de studerende lærer fagligt stof og fagets metoder, at de udvikler deres fagspecifikke vidensgrundlag og deres faglige forskningskompetencer, mens udvikling af deres generelle professionelle kompetencer og adfærd sjældent indgår eksplicit i undervisningssammenhænge. Men også i forskningssammenhænge, som i enhver anden organisation, er det afgørende, at samarbejdet fungerer og at opgaver løses professionelt. Der skal være en effektiv struktur, hvori god kommunikation danner grundlag for optimal vidensdeling og beslutningstagning; en struktur, hvori individuelle funktioner varetages og fungerer til organisationens bedste. Det er derfor vigtigt, at man lærer at tage en professionel tilgang til sine funktioner, at man besidder, hvad vi kan kalde generelle professionelle kompetencer. Disse overvejelser ligger til grund for, at vi på kurset "Research in molecular biology" (RIMB) ved Roskilde Universitet (RU) valgte at implementere et ekstra fokus på generelle professionelle kompetencer. Vi var inspireret af Prof. Dr. Saskia M. van der Vies' oplæg *Problem based and interdisciplinary education*⁴, både hvad angår ekspliciteringen af de generelle professionelle kompetencer og i implementeringen af disse i kurset gennem en problemorienteret og case-baseret tilgang til studenteraktiviteter og fagligt indhold.

I det følgende vil vi opstille læringsmålene med undervisningsaktiviteterne, beskrive kursets indhold og implementeringen af de forskellige studenteraktiviteter, analysere hvordan det eksplicite fokus på generelle professionelle kompetencer i det problembaserede undervisningsforløb påvirkede de studerendes udvikling af det fagspecifikke vidensgrundlag og deres faglige forskningskompetencer. Vi runder af med refleksioner dels over erfaringerne med læringsaktiviteten og dels over hvordan erfaringerne med denne form for undervisning kan overføres til og/eller være til inspiration for andre fag og uddannelser.

Læringsmål med kurset og med undervisningsaktiviteterne

RIMB er et valgkursus for 6. semester molekylær- og/eller medicinalbiologistuderende ved RUs Naturvidenskabelige Bacheloruddannelse, der blev afholdt første gang i foråret 2015. Vi havde planlagt et kursus med problembaseret undervisning for at understøtte en øget molekylærbiologisk viden og udvikling af forskerkompetencer hos de studerende. Formålet med kurset er, at de studerende skal udvikle

⁴ Professor Saskia M. van der Vies fra VU University Medical Center, Amsterdam og Centre for Interdisciplinary Research and Education, Paris holdt oplægget ved et seminar på RU 14/1 2015.

forskerkompetencer inden for det molekylærbiologiske område. De skal blive i stand til at analysere molekylærbiologiske problemstillinger, og de skal tilegne sig viden om molekylærbiologiske forskningsmetoder, samtidig med at de udvikler generelle professionelle forskerkompetencer, der er nødvendige i forhold til samarbejde i forskerteams inden for den molekylærbiologiske forskningsverden. De vigtigste fag-faglige læringsmål for kurset er, at de studerende videreudvikler deres fagspecifikke vidensgrundlag inden for molekylærbiologiske metoder og deres faglige forskningskompetencer – og de vigtigste læringsmål for den problembaserede undervisningsaktivitet var, at disse mål skulle indfris vha. studenteraktiviteter, der også fokuserede på og understøttede udviklingen af de studerendes generelle professionelle forskningskompetencer.

Kurset er designet med henblik på at understøtte de studerendes udvikling til gode molekylærbiologiske forskere. Det er kompetenceorienteret, og vi har udpeget tre overordnede kompetencer, der tilsammen indeholder, hvad vi forstår ved "Den gode forsker": 1) kompetence til at tilegne sig og opbygge et relevant fagspecifikt vidensgrundlag, 2) faglige forskerkompetencer, samt 3) de generelle professionelle kompetencer.

Det fagspecifikke vidensgrundlag indeholder kompetencer til at kunne forstå og kunne bruge faget. Vi ønsker, at de studerende øger deres fagspecifikke vidensgrundlag og dermed bliver bedre til at kunne forstå og kunne bruge faget. Det vil sige, vi ønsker, at de får en øget forståelse af molekylærbiologiske fagtermer, og at de bliver bedre til at anvende dem korrekt. Vi ønsker, at de får en større viden og forståelse af metoder, der bruges inden for molekylærbiologien, så de bedre kan vurdere, hvad de enkelte metoder kan bruges til, og hvad de ikke kan bruges til. Dette skal danne grundlag for at de bliver endnu bedre til at tilegne sig ny faglig forståelse og viden.

Med *faglige forskerkompetencer* referer vi til det at kunne analysere og fortolke molekylærbiologiske problemstillinger og resultater, at kunne vægte molekylærbiologiske argumenter og formidle viden. Men også at være nysgerrig og kunne stille undersøgelsesbare spørgsmål, og at kunne give en konstruktiv og kritisk faglig feedback, der eventuelt kan udfordre nuværende ideer, samt at kunne være åben over for nye ideer.

De *generelle professionelle kompetencer* er kompetencer, der er relevante for en hver organisation og i alle samarbejder. Det er vigtigt for en organisation, at de individuelle funktioner varetages og fungerer til organisationens bedste, samt at der er en kommunikationsvej, der ligger til grundlag for optimal vidensdeling og beslutningstagning. Det er derfor vigtigt, at individer i et team kan påtage sig forskellige roller. Der skal være individer, der varetager det arbejde, organisationen løser. I store grupper er det ofte nødvendigt, at der også er en leder, der kan koordinere og definere en overordnet planlægning af arbejdet, så der ikke er fire personer, der parallelt løser samme opgave, mens tre andre opgaver ikke bliver løst. Det er også vigtigt at information samles og bliver videreformidlet, så der kan skabes vidensdeling.

Beskrivelse af aktiviteten

RIMB kurset er et 6. semesters valgekursus for op til 26 studerende med case-baseret undervisning. Kurset forløber over syv uger. En uge bliver brugt til introduktion og evaluering. Seks uger er fordelt på seks forskellige undervisere, der tilrettelægger undervisningen inden for deres eget molekylærbiologiske forskningsområde med fokus enten på analyse af deres egne data eller kritisk læsning af primærartikler. I hver uge er der tre undervisningsgange af to timer. Den første undervisningsgang bruges til en introduktion

af underviserens fagområde samt de cases, de studerende skal løse i deres såkaldte studiegrupper (se nedenfor). Anden kursusgang bruges til at arbejde med cases i studiegrupperne, og tredje kursusgang bruges til studenterfremlæggelse af cases (se Fig. 1.).

I denne form for undervisning bliver det fagspecifikke vidensgrundlag videreudviklet ved, at der hver uge bliver undervist inden for underviserens eget forskningsområde. Der ved bliver de studerende introduceret/ reintroduceret til nomenklatur og analysemetoder. Hver underviser leverer fem cases – en til hver studiegruppe.

	Session 1: Introduktion	Session 2: Case løsning	Session 3: Studenter fremlæggelse
Mest aktiv	<p style="text-align: center;"><u>Underviser</u></p> <p>Introduktion til fagområde og cases der omhandler:</p> <ol style="list-style-type: none"> 1) Primær artikler med modstridende argumenter 2) Data der skal analyseres 	<p style="text-align: center;"><u>Studerende</u></p> <p>Arbejder med Cases:</p> <ul style="list-style-type: none"> - Vurdere argumenter - Analysere Data 	<p style="text-align: center;"><u>Studerende</u></p> <p>Fremlægger Cases resultater:</p> <ul style="list-style-type: none"> - Argumentere for egne resultater Starter faglig diskussion efter præsentation: - Reflektere/analyser/evaluere ny viden
Til stede	<p style="text-align: center;"><u>Studerende</u></p> <p>Indsamler ny information</p>	<p style="text-align: center;"><u>Underviser</u></p> <p>Understøtter Case arbejde</p>	<p style="text-align: center;"><u>Underviser</u></p> <p>Holder tid, understøtter præsentation og diskussion mindst muligt</p>

Fig. 1: Grafisk fremstilling af undervisningsaktiviteter i en undervisningsuge med 3 sessioner på hver 2 timer. Underviserens aktiviteter er beskrevet i blå bokse og de studerendes aktiviteter er beskrevet i orange bokse. Den part, der er mest aktiv under sessionerne, er highlightet med lysegrøn baggrund, hvorimod den mindre aktive part, der er til stede, er highlightet med lyslilla baggrund.

Udviklingen af de faglige forskerkompetencer understøttes af case-undervisningen. Casene omhandler forståelse og vurdering af argumenter i primærartikler eller analyse af ny data. Vi prøver at finde cases, hvor resultater leder til modstridende hypoteser for at skærpe de studerendes kritiske sans. De modstridende hypoteser skærper de studerendes forskerkompetencer. De studerende undres og bliver tvunget til at vurdere resultater og argumenter. Yderligere skal casen besvares med et studenterprodukt og argumenter skal formidles til de andre studerende via fremvisning med et tekstmedierende slideshow og mundlig præsentation efterfulgt af debat.

For at opnå et eksplicit fokus på de generelle professionelle kompetencer og for at få de studerende til at reflektere over, hvordan de varetog deres egen funktion og løste den til det fælles bedste, implementerede vi tre ekstra tiltag: 1) Kurset blev introduceret med et fokus på "den gode forsker", hvor evnen til at kunne varetage sin egen funktion og løse den til det fælles bedste eksplicit blev diskuteret. 2) De studerende blev tildelt roller i forbindelse med hver case, hvor de havde ansvar for specifikke funktioner. 3) Ved kursets afslutning skrev hver studerende et kompetencedokument, hvori de reflekterede over, hvordan de havde varetaget deres forskellige roller. Dokumenterne blev diskuteret i deres grupper.

For at de studerende ikke kom til at arbejde sammen med deres vanlige samarbejdspartnere med risiko for at falde ind deres vanlige roller, fordelte vi i 2015 de studerende i studiegrupper af fem studerende. I hver af de seks uger, hvor undervisningen var case-baseret, løste studiegrupperne hver sin case, der alle lå indenfor underviserens forskningsområde. Udover at deltage i løsningen af casene fik de fem studerende i

en studiegruppe også tildelt en rolle med et ekstra ansvar, de skulle varetage. De tildelte ansvar roterede fra uge til uge, så alle studerende fik prøvet alle roller i løbet af kurset. Der var fem pålagte roller i gruppen til hver case, dvs. én rolle til hver studerende i gruppen: 1) Der var en, der skulle fungere som case-leder og drive processen. 2) Der var en, der skulle fungere som sekretær/ skriftlig kommunikator og fremstille de materialer, gruppen skulle bruge ved fremlæggelsen af casen. 3)-4) Der var to, der skulle varetage den mundtlige formidling ved case-præsentationen. Den ene havde ansvar for at introducere baggrund og formål med casen. Den anden havde ansvar for at præsentere gruppens løsning af casen. 5) Den sidste studerende havde ansvar for at starte en videnskabelig diskussion efter en af de andre gruppers fremlæggelse af løsningen på deres case.

Analyse af de studerendes oplevelser af udvikling af vidensgrundlag og faglig forskerkompetence

Med henblik på at kunne analysere og evaluere kursusforløbet har vi indsamlet følgende former for data: 1) En egen opfattelse af kurset opnået via personlige kommentarer fra studerende. 2) Notater fra evaluering udført ved kursets afslutning via "Delphi" metoden. 3) Studieadministrationens elektronisk evaluering af kurset. 4) De studerendes kompetencedokumenter, hvori de reflekterede over, hvordan de havde varetaget deres roller i løbet af kurset.

Her analyseres det, hvordan et fokus på de generelle professionelle kompetencer påvirkede de studerendes udvikling af et fagspecifikt vidensgrundlag og faglige forskerkompetencer. Vægten er lagt på de studerendes erfaringer med den mundtlige formidling af fagspecifik forståelse og deres oplevelse af egen evne til at stille spørgsmål, der faciliterer ny viden og/eller starter en videnskabelig diskussion. De studerende blev pålagt mundtlig formidling af fagspecifikt stof, når de varetog rollerne 3) og 4) i case-arbejdet.

Kravet om at indfri den generelle professionelle kompetence om formidling af fagspecifik forståelse fik en blandet modtagelse af de studerende. Nogle af de studerende var meget tilfredse med at skulle formidle fagspecifikt stof til deres medstuderende, men der var også en gruppe af studerende, der blev tvunget ud over deres komfortzone. Disse studerende fandt det svært at skulle fremføre den mundtlige formidling, og det gjorde det ikke nemmere for dem, at det skulle foregå på engelsk. Disse studerende oplevede i begyndelsen af kurset fokuset på denne generelle professionelle kompetence som negativ for udvikling af det fagspecifikke grundlag, men disse studerende udviklede sig i løbet af kurset. De gennemførte deres fremlæggelser af fagspecifikt indhold for deres medstuderende. Nogle af dem gav efterfølgende udtryk for at have overvundet en form for angst.

Udvikling af det aspekt af de studerendes faglige forskerkompetence, der handler om at kunne stille relevante faglige forskningsspørgsmål og at kunne give en konstruktiv og kritisk faglig feedback, der eventuelt kan udfordre nuværende ideer, samt at kunne være åben over for nye ideer blev understøttet af rolle 5 i studiegruppen, dvs. af kravet om at tage ansvar for at starte en videnskabelig diskussion efter en af de andre gruppers fremlæggelse af løsningen på deres case. I hvilken udstrækning, de studerende har oplevet, at fokuset på denne generelle professionelle kompetence, har understøttet udviklingen af deres kompetence til at starte en videnskabelig diskussion afspejles i deres kompetencedokumenter. De følgende to citater definerer det meget brede spektrum af de studerendes oplevelser med rolle 5: "I find it difficult to give critic, when I don't really know the subject that much." Og i den anden ende: "I read the

other group's article and material beforehand, so that I could come to the class prepared with some good questions. I learned a lot from both giving and receiving feedback." Analyserer man alle besvarelsene, fremgår det, at 14 studerende syntes, at det var svært at stille spørgsmål. 12 studerende angav, at de ikke havde opnået det nødvendige faglige grundlag til at kunne varetage rollen. 4 studerende fremhævede, at de havde forberedt sig bedre og lært mere som følge af, at de skulle starte den videnskabelige diskussion.

Refleksion over erfaring med læringsaktiviteten

Når vi ser på de studerendes samlede udbytte af RIMB-kurset på 6. semester i 2015, når vi frem til, at de studerende i overvejende grad ikke tilegnede sig nok faglig viden til at kunne mediere diskussionen efter de øvrige studerendes oplæg. Dette kom som en overraskelse, da disse studerende igennem deres problemorienteret projektarbejde på RU er trænet i at kunne mediere en diskussion ud fra og på baggrund af en anden gruppe af studerendes projektarbejde. De studerende har på adskillige tidligere semestre skullet diskutere andre gruppers problemformuleringer, midtvejsrapporter og slutrapporter. I disse sammenhænge har de studerende givet både mundtlig og skriftlig feedback og fungeret i rollen som opponenter. Forskellen på det, de studerende tidligere har oplevet i deres projektarbejde, og det de blev bedt om her, var, at de i kurset ikke havde fået udleveret et eksplicit dokument skrevet til lejligheden, som de kunne læse, men at de selv skulle tage ansvar for at nå op på et fagligt niveau for at kunne varetage opgaven. Der er fire studerende, der viste, at de ved at forberede sig bedre kunne varetage opgaven. Denne erfaring kan bruges til at forbedre de studerendes udvikling af denne faglige forskerkompetence næste gang kurset forløber. Vi vil gøre det til et gruppeansvar at hjælpe diskussions-mediatoren til at identificere perspektiver, som den videnskabelige diskussion kan indledes med. Vores fokus på generelle professionelle kompetencer har således vist os en måde, hvorpå vi kan forbedre læringsmiljøet i kurset, så de studerende opnår et bedre fagspecifikt vidensgrundlag.

I dette kursusforløb har der været et eksplicit fokus på, at de studerende skulle kunne påtage sig en rolle, hvori de varetager deres egen funktion og løser den til det fælles bedste. Dette fokus har påvirket udviklingen af de studerendes fagspecifikke vidensgrundlag og deres faglige forskerkompetencer både negativt og positivt. Der var nogle studerende, der blev tvunget så langt væk fra deres komfortzone, at de i perioder af kurset havde svært ved at fokusere og tilegne sig ny viden. Men disse studerende fik efter eget udsagn flyttet deres grænser og forventes at kunne yde mere i lignede situationer fremover. Det, at der skulle startes en diskussion på baggrund af en anden gruppe af studerendes oplæg, bevirkede, at de studerende i 2015 havde en øget opmærksomhed på at få lavet et godt produkt. Det at sætte fokus på, at samtlige studerende skal være i stand til at kunne stille spørgsmål ved de andre studerendes præsentationer af fagligt stof og deres cases, har et stort potentiale til at øge de studerendes faglige forståelse, da de bliver nødt til at sætte sig ind i relaterede emner og tage stilling til disse. Heri ligger der også en direkte udvikling af faglige forsker-kompetencer, da de studerende bliver nødt til at være nysgerrige, analyserende og vurderende for at kunne stille spørgsmål, der kan starte en diskussion.

Refleksion over hvordan erfaring kan inspirere andre/overføres (fag, institutioner)

Udvikling af generelle professionelle kompetencer er ikke fagspecifikt for molekylærbiologi, ligesom udvikling af de studerendes vidensgrundlag og deres faglige forskerkompetencer heller ikke er det. Derfor kan erfaringerne fra den her beskrevne aktivitet overføres til andre fag og uddannelser. Ofte bliver problem- og case-baseret undervisning brugt i professionsuddannelser, men eksemplet her viser, at denne undervisningsform også har et stort potentiale i kursusundervisning i videnskabsfag. Hvis vi ønsker, at de

studerende skal kunne varetage egne funktioner og løse dem til det fælles bedste, er det vigtigt, at vi giver dem rammer, som er integreret i den faglige undervisning, hvor de lærer at varetage disse funktioner, også funktioner, der ikke altid er de mest naturlige for den enkelte studerende. Som vi har demonstreret det i RIMB-kurset, kan der sættes rammer op omkring et kursus, så alle studerende kommer til at tage ansvar for at lede, udføre skriftlig og mundtlig kommunikation, formidle fagspecifik viden og stille spørgsmål, der kan mediere ny viden. Et fokus på disse roller skærper de studerendes opmærksomhed på det fælles bedste og flytter deres komfortzoner inden for roller, de normalt undgår.

Den overordnede vurdering er, at det eksplicite fokus på de generelle kompetencer ikke giver en negativ påvirkning af udviklingen af de studerendes fagspecifikke vidensgrundlag og faglige forskerkompetencer. Tværtimod, der kan skabes et læringsrum, hvor de pålagte generelle kompetencer kan bruges som et værktøj til, at alle studerende udfordres til at forbedre deres forskerkompetencer samtidig med at deres fagspecifikke vidensgrundlag øges.

Aktivering af opgaveskrivere i undervisnings- og vejledningsforløb

Hanne Nexø Jensen, Institut for Statskundskab, Københavns Universitet, [hnpj@ifs.ku.dk](mailto:hnj@ifs.ku.dk)

Studerende, der skal skrive en opgave med selvvalgt problemstilling modtager ofte individuel vejledning. Jeg underviser og vejleder individuelle opgaveskrivere, fx bachelorprojektskrivere eller specialeskrivere i klynger, hvor de bliver aktiveret. Læringsmålene er foruden de faglige krav, der er formuleret i studieordningen, at de studerende opnår viden om og erfaring med at skrive en større opgave med selvvalgt problemstilling over en længere periode. Det indbefatter, at de får viden om og værktøjer til at planlægge et opgaveskriveforløb, til at skrive en universitetsopgave samt at de lærer at modtage og give feedback. En overordnet ambition, som bliver præsenteret første undervisningsgang er også, at de studerende får skrevet videre på deres opgave, *hver* gang der er undervisning.

Aktiviteten

I mine undervisnings- og vejledningsforløb inddeler jeg fx et hold med fx 25 bachelorprojektskrivere i klynger med 3-7 studerende i hver. Har jeg 5 specialeskrivere – udgør de én klynge. I klyngen er omdrejningspunktet, at de studerende får feedback på deres skriftlige eller mundtlige oplæg og giver feedback på de øvrige klyngemedlemmers oplæg.

Klyngevejledning er en generisk idé, som den norske forvaltningsprofessor Kjell Arne Røvik⁵ vil sige, der kan rejse på tværs af fag og discipliner, hvis den bliver tilpasset de konkrete behov der er i faget og blandt de deltagende studerende. Læseren må derfor selv oversætte til egen disciplin, fag eller niveau.

Et vellykket klyngevejledningsforløb er baseret på, at de studerende gennem undervisningsplanens udformning får retning for deres opgaveskrivning (alignment)⁶ foruden, at der er taget hensyn til de formelle krav og læringsmål. Underviseren er ansvarlig for at definere, formidle og fastholde spilleregler for forløbet samt opstille milepæle, for hvad er godt at have udkast til hvornår: fx emneidé, problemformulering, projektdesign, teori-, metode- og analysekapitel, konklusion og etablering af en rød tråd. Det er essentielt at synliggøre trinene i en opgaves tilblivelsesproces for de studerende. Det sker ved at adskille proces og produkt, dvs. skelne mellem, hvordan den færdige opgave skal være og de studerendes "vej" til en færdig opgave. Derudover skal hvert element eller milepæl, fx et teorikapitel, også deles op i bidder. Hvad er teori, hvordan kan et færdigt teorikapitel se ud, hvordan arbejder man sig frem til et færdigt teorikapitel; først læse teori, så referere, gengive og dernæst koble til ens eget problemfelt osv..

En undervisnings- og vejledningsgang vil typisk bestå af flere aktiverende elementer. Et element er, at de studerende får og giver feedback på skriftlige oplæg i klyngen, hvor jeg som underviser og vejleder også deltager. Desuden er der aktiverende øvelser, der har til formål, at de studerende får skrevet udkast til udvalgte dele af deres opgave i undervisnings- og vejledningssituationen. Af eksempler på øvelser kan

⁵ Røvik, K. A. (2009). *Trender og translasjoner. Ideer som former det 21. århundrets organisasjon*. Oslo: Universitetsforlaget.


⁶ Biggs, J., & Tang, C. (2007). *Teaching for Quality Learning at University. What the Student Does* (3rd udg.). Maidenhead: Open University Press, pp. 50ff.

nævnes: udfyld pentagonen på baggrund af hurtigskrivning, skærp problemformuleringen, skriv om din forforståelse, brug tjekliste til at skrive udkast til metodekapitel, prøveinterview en medstuderende, tegn din analysemodel, skriv udkast til konklusion og skriv udkast til abstract (se figur 1).

Skal de studerende fx udforme spørgeguides eller spørgeskemaer, er en øvelse i undervisningssituationen, at de studerende to-og-to, eventuelt med en tredje studerende som observatør, afprøver deres spørgsmål. De stiller spørgsmålene til en medstuderende, der svarer efter bedste evne. Spørgsmålsstilleren får feedback på, om og hvordan spørgsmålene fungerer og de får prøvet at interviewe. En anden øvelse er at sætte dem til at tegne deres analytiske optik i A3-format. En tegning kan vise, om alle relevante elementer er med og om delene hænger sammen. Alle får feedback, foruden at de kan se, hvordan andre billedliggør deres analytiske overvejelser⁷.

De studerende i en klynge bruger hinanden til at give og modtage feedback på deres skriftlige oplæg og på øvelserne. De får inspiration fra de andre til at løse udfordringer i processen, hvilket kan være alt fra, hvordan de kan komme i gang med analysere, til hvordan man kan dele referencer i Zotero. Klyngen udgør også et (socialt) netværk og et kollektivt læringsrum, hvor de gensidigt støtter hinanden i en til tider frustrerende skriveproces⁸.

Endelig er der underviser- og vejlederoplæg, som optakt til næste studenterupload. Det kan være et oplæg om, hvordan et teorikapitel kan se ud – og allervigtigst – arbejdsstrinene i frembringelsen af et udkast til teorikapitel (jf. eksemplet ovenfor).

Måned	Milepæle, upload	Øvelse for studerende	Oplæg v/ underviser
Feb.	Intro	Non-stop, udfyld pentagon	Arbejds- og tidsplaner
	BA-projektets emne	Problemformuleringsværktøjer og projektdesignskema	Projektdesign
	Opbygning af opgaven	a. Intro: spørgsmål du vil have svar på før du går b. Brainstorm på spørgsmål, indsæt i projektdesignskema	Interview/ spørgeguide ("kasseprøven" og tjek-liste)
Marts	Spørgeguides	Afprøv jeres spørgeguides to-og-to	Metode inkl. metodetjekliste
	Metode	 Nedskriv forforståelse, skriv udkast til videnskabsteoretiske overvejelser, giv feedback ud fra metodetjeklisten	Teori & positionering
	Teori, positionering	Læs hnj-feedback, skriv spørgsmål. Tegn jeres analysemodel, giv feedback	Analyse og databearbejdning
April	Analyse	a. 5. minutters præsentation af hovedfund for hele holdet b. Notér problemformulering og konklusion, summe	Indledning/ konklusionsspejl
	Indledning/konklusion	Skriv udkast til abstract	Den gode opgave og rød tråd

⁷ Flere eksempler på aktiverende øvelser er beskrevet i bogen: Jensen, H. N. (2015). *Opgave- og skrivevejledning i klynger. Håndbog for undervisere og vejledere på videregående uddannelser*. Frederiksberg: Samfundslitteratur.

⁸ I et engelsk studie fremhæves klynger som rum for kollektiv læring, da klyngen er et forum for støtte og deling, for innovation og "a yardstick for progress", da flere hjerner tænker bedre end én (Baker, M.-J., Cluett, E., Ireland, L., Reading, S., & Rourke, S. (2014). Supervising undergraduate research: A collective approach utilising groupwork and peer support. *Nurse Education Today*, 34(4), 637-642. doi: <http://dx.doi.org/10.1016/j.nedt.2013.05.006>, pp. 639f).

Maj	Samlet udkast	On-location feedback på 5-10 sider fra anden klynge. 'Giv en hånd-øvelse', idéer til andres konklusion
29.5	Aflevering kl. 12.00	28.6 Feedback på karaktern

Figur 1. Eksempel på undervisnings- og vejledningsforløb for bachelorprojektskrivere på Institut for Statskundskab F15.

Effekter og erfaringer

Når de studerende arbejder med en øvelse, hvor der bliver koblet eksplicit mellem fællestemaet og deres egen opgave, oplever de, at det, der foregår i undervisningen og vejledningen er relevant for dem. Desuden får de udkast til en del af opgaven, som de kan arbejde videre med, hvilket bidrager til fremdrift i opgaveskrivningen. De får også tænkt og reflekteret i klyngen. Selv i situationer, hvor øvelsen ikke matcher der, hvor de er i opgaveprocessen, kan de bruge tænkning, udkast, refleksion og det at se, hvad andre gør, når de senere skal i gang med det, som øvelsen handler om, fx analysekapitlet (udsagn fra bachelorprojektskriver på statskundskab, F15).

Udfordringerne er, at man som underviser skal være bevidst om, at metakommunikere om spilleregler, og om sammenhænge mellem øvelserne og den enkeltes opgave, såvel som de mulige koblinger, der er mellem alle studerendes opgaver. Man kan fx bruge de studerendes udkast til problemformulering, når man som underviser introducerer problemformuleringsværktøjer. Det tydeliggør for, at alle kan indsætte deres problemformulering i værktøjet. Desuden kan man i underviseroplæg nævne, hvordan studerende på tværs af klynger håndterer forskellige fx metodeelementer. Det giver de studerende mulighed for at se koblinger og få inspiration fra medstuderende. Jo flere andre opgaver en studerende kan spejle sig i, desto mere meningsfuldt bliver det at følge med i de andres opgaveproces og høre på den feedback de andre får. Der kan også være studerende, der finder formen (for) tidskrævende, de kan måske ikke se, hvad en øvelse har med deres opgave at gøre eller hvilken relevans feedback til andre har for dem. Der er studerende, der ikke engagerer sig i at give medstuderende kvalificeret feedback. På tværs af internationale studier om klyngevejledning er tid og kompetencer en udfordring for både studerende, undervisere og vejledere⁹.

⁹ Baker, M.-J., Cluett, E., Ireland, L., Reading, S., & Rourke, S. (2014). Supervising undergraduate research: A collective approach utilising groupwork and peer support. *Nurse Education Today*, 34(4), 637-642. doi: <http://dx.doi.org/10.1016/j.nedt.2013.05.006>.
Dysthe, O., Samara, A., & Westrheim, K. (2006). Multivoiced supervision of Master's students: a case study of alternative supervision practices in higher education. *Studies in Higher Education*, 31(3), 299-318. Kangasniemi, M., Ahonen, S.-M., Liikanen, E., & Utriainen, K. (2011). Health science students' conceptions of group supervision. *Nurse Education Today*, 31(2), 179-183. doi: <http://dx.doi.org/10.1016/j.nedt.2010.05.015>.
Nordentoft, H. M., Thomsen, R., & Wichmann-Hansen, G. (2013). Collective academic supervision: a model for participation and learning in higher education. *Higher Education*, 65(5), 581-593. doi: 10.1007/s10734-012-9564-x.

Overordnet peger studier på, at brugen af klyngevejledning medvirker til, at de studerende skriver bedre opgaver¹⁰, da de lærer mere¹¹ og flere afleverer til tiden¹². Andre fremhæver videre, at de studerende bliver socialiseret ind i academia (enculturation), fx bliver de trænet i akademisk argumentation gennem diskussioner og feedback i klyngen¹³. Et dansk studie viser også, at færre oplever isolation og ensomhed, hvorved frafaldet mindskes¹⁴. Finske og engelske studier betoner, at de studerendes samarbejdskompetencer forbedres¹⁵.

Til inspiration for andre

Aktivering af opgaveskrivere gennem øvelser og feedback i forbindelse med undervisning og vejledning, er som nævnt en generisk idé, der kan oversættes til andre fag og discipliner. Grundelementerne, dvs. studerende og en underviser/vejleder, der samles i en klynge, hvor der er aftalt en milepælsplan og spilleregler, hvor alle giver og får feedback på skriftlige oplæg samt får input til at skrive videre gennem øvelser, er ikke fagspecifikke. De enkelte aktiveringsøvelser skal tilpasses de studerendes niveau, fag, opgaveformat, tidsfrist osv.. I praksis behøver omdrejningspunktet ikke at være en skriftlig opgave, det kan også være en mundtlig præsentation. Pointen er, at de studerende skal frembringe et produkt, hvor de undervejs i processen fremlægger, afprøver muligheder og tanker gennem øvelser og får og giver hinanden feedback.

¹⁰ Hård av Segerstad, H., Setterud, H., & Salerud, G. (2008). Att synliggöra handledning av självständiga arbeten som stöd för studenter och handledare. Linköping: Linköpings universitet. Thorsson, S., & Holmer, B. (2015). Att arbeta tillsammans-utvärdering av nytt kursupplägg av examensarbeten. *Högre utbildning*, 5(2), 121-125.

¹¹ Dysthe, O., Samara, A., & Westrheim, K. (2006). Multivoiced supervision of Master's students: a case study of alternative supervision practices in higher education. *Studies in Higher Education*, 31(3), 299-318.

¹² Akister, J., Williams, I., & Maynard, A. (2009). Using group supervision for undergraduate dissertations: a preliminary enquiry into the student experience. *Practice and Evidence of the Scholarship of Teaching and Learning in Higher Education*, 77-94. Thorsson, S., & Holmer, B. (2015). Att arbeta tillsammans-utvärdering av nytt kursupplägg av examensarbeten. *Högre utbildning*, 5(2), 121-125, p. 121.

¹³ Dysthe, O., Samara, A., & Westrheim, K. (2006). Multivoiced supervision of Master's students: a case study of alternative supervision practices in higher education. *Studies in Higher Education*, 31(3), 299-318.

¹⁴ Nordentoft, H. M., Thomsen, R., & Wichmann-Hansen, G. (2013). Collective academic supervision: a model for participation and learning in higher education. *Higher Education*, 65(5), 581-593. doi: 10.1007/s10734-012-9564-x.

¹⁵ Baker, M.-J., Cluett, E., Ireland, L., Reading, S., & Rourke, S. (2014). Supervising undergraduate research: A collective approach utilising groupwork and peer support. *Nurse Education Today*, 34(4), 637-642. doi: <http://dx.doi.org/10.1016/j.nedt.2013.05.006>. Kangasniemi, M., Ahonen, S.-M., Liikanen, E., & Utriainen, K. (2011). Health science students' conceptions of group supervision. *Nurse Education Today*, 31(2), 179-183. doi: <http://dx.doi.org/10.1016/j.nedt.2010.05.015>.

Situationspraktik

Bo Skøtt, Adjunkt, IDK, SDU Kolding

Abstract

Praktikforløb bliver ofte associeret med længerevarende ophold på i virksomheder eller på institutioner. Dette paper refererer til et forsøg med 'situationspraktik', en praktikform der udvikles sammen med de studerende og som placerer sig mellem de ultrakorte besøgspraktikker og længerevarende praktikophold. Situationspraktik afprøves på et hold af 4. semesterstuderende på uddannelsen til bibliotekar. Projektet tager form af et arrangement, 'SDU invaderer biblioteket!' og sigter mod at give de studerende intensive erfaringer med publikumsbetjening gennem en kort, men komprimeret interventionsperiode. Det konkluderes at de studerende gennem situationspraktikken, får en følt og erfaret fornemmelse for arbejdet med publikumsbetjening, men også at situationspraktikken er et supplement og ikke et alternativ til andre praktikformer.

Indledning

Uddannelsen til bibliotekar er speciel idet den, ulig mange andre humanistiske bacheloruddannelser, stadig refererer til en bestemt professionsopfattelse. Med reference til professionsaspektet forventes de studerendes dels at gøre sig teoretiske og metodiske erfaringer gennem studiet, dels at udvikle deres individuelle og professionelle faglighed i overensstemmelse med de(t) værdigrundlag, der eksisterer i professionsfællesskabet. Oparbejdelse af kompetencer i biblioteksvidenskab kan derfor ikke blot betragtes som udvikling af visse færdigheder og viden, men må betragtes som en integreret del af en identitetsudvikling: bibliotekar er noget, man bliver! (Rienecker, von Müllen, Dolin, Musaeus, & Mørche, 2013, s. 256).

Formålet med situationspraktikken er at bringe de studerende i kontakt med publikumsbetjening og bibringe dem mulighed for at erfare noget af den tavse viden, der oparbejdes i forbindelse med publikumsbetjening gennem et kort, intenst møde med praksis.

Situationspraktikken i praksis

På 4. årgang er der i foråret 2015 12 studerende. Af disse tilhører 10 stamholdet, mens 2 studerende kommer fra forskellige designstudier. Som altid på uddannelsen til bibliotekar er der en klar overvægt af kvinder i alderen 20 – 35 år med anden erhvervsfaglig uddannelse og/eller -karriere bag sig. På nærværende hold er 4 studerende uddannede lærer eller pædagog, mens 3 har haft karrierer i private virksomheder. Andre 3 har påbegyndt eller fuldført andre uddannelser før de valgte bibliotekaruddannelsen, mens 2 studerende kommer direkte fra gymnasiet.

Forsøget med situationspraktik tager udgangspunkt i forårets undervisning i 'Målgruppestudier og videns- og smagskultur', et kulturformidlingskursus af 5 ECTS varighed på 4 semester i uddannelsen til bachelor i bibliotekskundskab og videnskommunikation. Uddannelsen er hjemmehørende på IDK i Kolding. På baggrund af Studieordningens beskrivelser og i samarbejde med de studerende reserverer jeg 13 lektioner á ca. 2 timers varighed fordelt over tilsvarende antal uger i foråret 2015 til konfrontationsundervisning, asynkrone studieaktiviteter og forsøget med situationspraktik. I disse uger er indlagt tid til teoretisk og

metodisk undervisning, projektarbejdsperioder, møder med kontaktpersonen TP på Kolding bibliotek og gennemførelse af projektet 'SDU invaderer biblioteket!' (4 timer ultimo april), samt efterfølgende slutevaluering.

Den teoretiske og metodiske del af kurset er delvist fastlagt af Studieordningens bestemmelser om videns- og færdighedsmål (2013, s. 35 - 38). De centrale emner vedrører kulturteori og -analyse, målgruppetudier, samt forskellige formidling-/kommunikationsformer. Den kulturteoretiske gennemgang indeholder både en (ide-)historisk gennemgang af begrebet 'kulturs' genealogi og en introduktion til forskellige historiske perspektiver på hvad 'kultur' er/har været og hvordan kultur og kulturelle aktiviteter spiller forskellige roller i senmoderne menneskers liv på forskellige tidspunkter. Målgruppetudier vedrører forskellige menneskers forskellige handlemuligheder i forskellige fællesskaber, herunder også en introduktion til gruppedynamikker, mens introduktionen til formidlingsformer vedrører metoder til at motivere samspillet med både individer og grupper i en institutionel kontekst. F.eks. introduceres de studerende til begrebet 'oplevelseskultur' og hvordan dette begreb i 2000'erne ændrer perspektivet på kulturbegrebet, på publikum og på de kultur(formidlings)institutioner og deres interaktionsformer, der skal formidle til publikum. De studerende asynkrone studieaktiviteter består blandt andet i at relatere disse teoretiske og metodiske introduktioner til en række målgrupper, som de har valgt at arbejde med (børn, unge og ældre) og at tænke mulige konsekvenser ind i planlægning af deres delarrangementer.

Relationen til praksis er ikke nævnt i Studieordningen. Derfor vælger jeg i fællesskab med de studerende og efter overenskomst med TP, at de studerendes livstag med praksis skal markedsføres som et fælles arrangement, hvori de studerende individuel eller i grupper udarbejder hver deres delarrangement. 'SDU invaderer biblioteket!' bliver derfor udformet som en 'paraply' over en række delarrangementer, som de studerende er ansvarlige for. De studerende deler sig i 6 grupper og kommer frem til følgende 6 delarrangementer:

- Gruppe 1. 'Bog-bytte-boden' - brugte bøger kan byttes med andres.
- Gruppe 2. 'Seks veje til én fortælling' - formidler samme fortælling på seks forskellige medier – den fysiske bog, e-bogen, CD-lydbogen, e-lydbogen, DVD og som film via nettet.
- Gruppe 3. 'Palle deler gaver' - en introduktion til folkebibliotekernes børneportal 'Palles gavebod'.
- Gruppe 4. 'Børnebøger på skærmen' - introducerer børnebøger på Ereolen.
- Gruppe 5. 'Workshop og Wonderwall' - et kreativt værksted, hvor brugere kan kreere deres egne personlige bogmærker og/eller dele deres ynglingscitater til inspiration for andre.
- Gruppe 6. 'Prøv noget nyt' - bruger-til-bruger formidling af litteratur.

Den 29. april 2015 mellem 16.00 og 20.00 gennemføres 'SDU invaderer biblioteket!' i Kolding biblioteks foyer og overfor et live publikum.

Erfaringer

På baggrund af ovennævnte vil jeg argumentere for, at de studerende har fået en første, omend ganske rudimentær, introduktion til arbejdet med publikum. De har følt og erfaret hvad arbejdet med at interagere med borgere indebærer, hvad det kræver af dem som mennesker og professionelle, samt hvor langt deres nuværende teoretiske og metodiske kompetencer rækker. F.eks. erkender en del af de studerende gennem førromtalte oplevelseskulturelle perspektiv, et behov for at implementere forskellige kreative eller underholdende elementer i deres delarrangementer: de mange tilbud, der kæmper om senmoderne

menneskers opmærksomhed som forbruger, kunde eller borger, påvirker og ændrer også bibliotekarens interaktionsmuligheder med publikum.

Samtidig giver situationspraktikken de studerende mulighed for at erfare noget af den tavse viden, der opstår situeret i kontakten med publikum. Konkret betyder det, at adskillige studerende under afviklingen af arrangementet 'SDU invaderer biblioteket!' kommer i en række situationer, der ikke kan eftergøres i konfrontationsundervisning. I konfrontationsundervisning er det muligt at verbalisere en lang række situationer og lejlighedsvist simulere dele af disse, men spørgsmål som f.eks.: 'hvordan kommer jeg i kontakt med fremmede mennesker?', 'hvor udfarende skal jeg være?' og 'hvordan håndterer jeg den fysiske og mentale træthed, der melder sig efter 2 - 3 timers intensiv formidlingsarbejde?' kan kun erfares gennem praksis. Som sådan betragter jeg situationspraktikken som en humanistisk pendant til f.eks. sundhedsuddannelserne eller de praktisk-teoretiske fags klinik- eller laboratorieperioder.

Transferværdi

Et forsøg med situationspraktik som 'SDU invaderer biblioteket!' er afhængig af, at de studerende tager ejerskab til arrangementet. Det er en forudsætning for succes, at de studerende arbejder seriøst og engageret med delarrangementerne, også asynkront, og er indstillede på at transformere deres teoretiske og metodiske erfaringer fra både aktuel og tidligere undervisning/karrierer til en eller anden form for praksis overfor publikum. Samtidig er det afgørende, at de studerende er i besiddelse af en række menneskelige kvalifikationer, der gør dem i stand til at håndtere uforudsete situationer. Både ejerskab og kvalifikationer forsøger jeg at initiere og understøtte ved fra begyndelsen at inddrage de studerende i beslutningsprocesserne, gennem opfølgende facilitering af deres asynkrone studieaktiviteter og selvfølgelig at være synligt tilstede i afviklingen af 'SDU invaderer biblioteket!'.

Som underviser oplever jeg afgivelsen af den kontrol med læringsrummet, som traditionel konfrontationsundervisning byder på som én af de større udfordringer. Når undervisningen finder sted i uvante kontekster, hvor situationer ikke kan planlægges eller kontrolleres i samme grad som i klasselokalet og hvori der indgår et live publikum, bliver underviserrollen omfortolket i retning af facilitering. Denne omfortolkning er i sig selv angstprovokerende og mindskes ikke af, at der indgår eksterne stakeholders (TP og personale på Kolding bibliotek) og et publikum overfor hvem de studerende og dermed undertegnede som repræsentanter for SDU Kolding har investeret ressourcer og tid, men også anseelse og status. Fraværet af kontrol er ikke desto mindre nødvendig for de studerendes erfaringsprocesser.

Konkluderende bemærkninger

En situationspraktik som 'SDU invaderer biblioteket!' ikke kan stå alene: at sende de studerende ud og gennemføre et 4 timers arrangement er på ingen måder et fyldestgørende alternativ til længerevarende praktikophold. Det situationspraktikken kan, er at reducere en række valg- og handlemuligheder som undertegnede og TP træffer afgørelser om på forhånd. Herved frigøres de studerende fra hele det problemkompleks, en færdiguddannet forventes at skulle håndtere og kan i stedet for fokusere på opgaveløsning i den konkrete situation og på mulighederne for refleksion over de erfaringer dette medfører.

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