

# UNIS welcomes all staff to the 8<sup>th</sup> Learning Forum

5<sup>th</sup> - 7<sup>th</sup> October 2021

Place: Møysalen (UNIS)

*The 2021 Learning Forum will especially focus on **assessment, digital tools, academic culture and development of teaching and UNIS educational offer**. Two external guest lecturers which will*

## **What is Learning Forum?**

*The Learning Forum is the largest annual event where the entire UNIS staff can share and gain knowledge regarding research-based education, course construction, alignment, structural actions and other input to ensure quality development.*

*provide us with perspectives on assessment, academic culture and teaching development, and there will be a panel discussion on the use of guest lecturers and how UNIS courses are relevant for society. 12 UNIS colleagues will host **collegial sharing sessions**, and finally, there will be workshops covering a wide range of topics.*

## **Learning outcomes - after the Learning Forum 2021 we, as participants, will:**

- *have shared good teaching practice with colleagues*
- *have acquired knowledge on techniques and ideas concerning digital teaching and tools*
- *have gained motivation and inspiration to further develop expertise within teaching and learning*
- *have improved knowledge about the educational quality work performed at UNIS and challenges related to field-based education at UNIS.*
- *made new contacts and got to know colleagues and resources at UNIS*

## **Who will be there?**

**All staff** are invited to participate in all parts of the forum. **A group of bachelor- and master students** are invited to attend the plenum sessions and there will also be arranged two student workshops.

## **Food/drinks:**

There will be **coffee/tea/water** served during most plenum sessions.

**Lunch** will be served for all in the UNIS canteen Tuesday 5<sup>th</sup> and Wednesday 6<sup>th</sup>.

## PROGRAM – LEARNING FORUM OCTOBER 5<sup>th</sup> – 7<sup>th</sup> 2021

### Day 1 – October 5:

09:00 – 09:10 **Opening and Welcome** in Møysalen – Jøran Moen, Director of UNIS

09:10 – 10:00 **Lecture:**

**“Educational quality and educational challenges at UNIS & UNIS education in the future – how do UNIS education relate to society”**

*(Stephen Coulson, leader ECOM UNIS and Jøran Moen, director UNIS)*

10:00 – 10:15 *Break*

10:15 – 11:30 **Key-note speaker 1:**

**“From assessment as looking back to assessment as looking forward”**,  
*David Boud, Professor and Director, Centre for Research in Assessment and Digital Learning, Deakin University, Melbourne*

11:30 – 12:15 **Lunch** – *will be served for everybody in the UNIS cantina*

12:15 – 13:30 **Workshop session I** (separate registration form will be sent out)

13:30 – 13:45 *Break*

13:45 – 15:00 **Workshop session II** (separate registration form will be sent out)

15:15 → **Poster session incl. drinks & some food in the canteen**

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**Day 2 – October 6:**

09:00 – 09:10 **Opening of day two** in Møysalen

09:10 – 10:15 **Key-note speaker 2:**

***“Academic cultures and the development of teaching”***

Torgny Roxå, associate professor at Lund University, Sweden, actively engaged in the Norwegian centre for excellence in education, iEarth (Centre for Integrated Earth System Science Education)

*10:15 – 10:30 Break*

10:30 – 11:30 **Group sharing sessions I** (separate registration form will be sent out)

*11:30 – 12:15 Lunch – will be served for everybody in the UNIS cantina*

12:15 – 13:15 **Group sharing sessions II** (separate registration form will be sent out)

*13:15 – 13:30 Break*

13.30 – 15:00 **Plenum discussion on two topics**

- a) Guest lecturers
- b) UNIS course offer – relevant for the society?

15:00 – 15:15 **Sum up and oral evaluation**

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**Day 3 – October 7:** *No lunch served; the departments may organize something themselves.*

09:00 – 12:00 **Departmental meetings** (rooms will be announced during Learning Forum).

Each department can decide the educational topic of the meetings but is requested to deliver a short memo to the UNIS director on revising course structures to ensure course packages at bachelor or masters/PhD levels.

## 1. David Boud

***Title of lecture: "From assessment as looking back to assessment as looking forward"***

Higher education has come a long way from the naïve view that assessment is the testing of students' knowledge in relation to that of other students. But have we fully considered the implications of the many changes in assessment thinking and the educational landscape in which we now operate for what we do now? The presentation will review recent major changes that have occurred in assessment thinking internationally and explore the current agenda for assessment practice. It will focus on a renewed emphasis on learning, on standards and on students taking greater responsibility not only for learning but also for assessment.

***Title of workshop: "Redesigning feedback practices to make a difference" – see description below in the workshop part.***



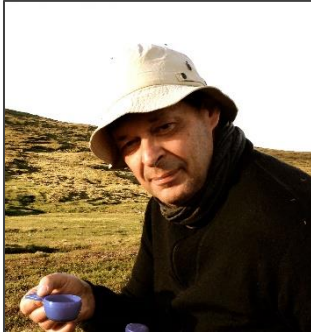
**David Boud** is Alfred Deakin Professor and Foundation Director of the Centre for Research in Assessment and Digital Learning at Deakin University, Melbourne, he is also Emeritus Professor at the University of Technology Sydney. He has published extensively on teaching, learning and assessment in higher and professional education. His current work focuses on the areas of assessment for learning in higher education, academic formation and workplace learning. He is one of the most highly cited scholars in the world in the field of higher education (h-index of 93). He has been a pioneer in developing learning-centred approaches to assessment across the disciplines, particularly in building assessment skills for long-term learning (*Developing Evaluative Judgement in Higher Education*, Routledge), designing new approaches to feedback (*Feedback in Higher and Professional Education*, Routledge; *The Impact of Feedback in Higher Education*, Palgrave Macmillan) and the implications of the digital for assessment (*Re-imagining University Assessment in a Digital World*, Springer)

## 2. Torgny Roxå

***Title of lecture: "Academic cultures and the development of teaching"***

What is special about academic contexts that continuously develop teaching? This lecture discusses academic culture in relation to teaching. What is the function of a teaching culture? What are the components of a teaching culture? And, what signifies academic microcultures that continuously, mostly in small steps, develops teaching to become excellent? Research results on these issues will be presented and discussed. The participants, no matter they are academic or administrative staff, students, or guests, will be invited to reflect on these issues in relation to previous experiences as well as their experience of UNIS.

**Title of workshop: “Scholarship of Teaching and Learning (SoTL) – community building and improvement strategy” – see description below in the workshop part**



**Torgny Roxå**, is an associate professor at Lund University (Sweden) and has 30 years of experience in academic development. His research is focused upon strategic change in teaching cultures within higher education organisations, significant networks, and microcultures. He has organised and taught at several professional development activities for Academic Developers in Sweden and internationally. Together with Katarina Mårtensson, he received the price for the Article of the Year, 2017, offered by the International Journal for Academic Development. Currently he is actively engaged in the Norwegian centre for excellence in education, iEarth (Centre for Integrated Earth System Science Education).

### 3. Roy Andersson

**Title of workshop: “A generic peer review concept” – see description below in the workshop part**



**Roy Andersson** is an Associate Professor at the Faculty of Engineering (LTH) at Lund University. He is an Academic Developer at the Centre for Engineering Education and a Senior Lecturer at the LTH Department of Computer Science. He has been working as an Academic Developer since 1998. His main interest is to promote academics’ investigations of their teaching practices in a scholarly way, in other words supporting Scholarship of Teaching and Learning (SoTL). Roy is responsible for the program of pedagogical courses for university teachers at LTH and teaches several courses himself. He is a member of the Pedagogical Academy at LTH since 2002. Since 2015 he also holds a part-time position as Associate Professor II at the Centre for Excellence in Biology Education (bioCEED) at University of Bergen.

### 4. Ida Marie J. Nielsen

**Title of workshop: “Canvas – Tips & Tricks” – see description below in the workshop part**



Ida Marie J. Nielsen is a senior lecturer at the Department of Biosciences at the University of Oslo. She is part of the unit Laboratory School in Biology (Skolelaboratoriet for biologi) that works towards improving biology teaching and ensuring recruitment of new biologists, focusing on secondary school level to first and second year bachelor level. Ida has taken part in course development at the Department of Biosciences since 2018 and had a leading role in making the first Norwegian online course in biology for teachers. Her main interests are in improving teaching and learning by bringing knowledge of the biology teaching in school to the introductory biology courses at the university.

## Workshop session I – Tuesday October 5<sup>th</sup> - 12:15-13:30:

*All workshops last for 1.25 hours. Participants can choose one workshop for each slot. Please note that the workshops might require some preparation from the participants in forefront.*

**1. Title:** “Redesigning feedback practices to make a difference”

**Lead by:** David Boud

**Description:** Too often, feedback has focused exclusively on what teachers do, but ultimately it can only be judged in terms of the influence it has on student learning. This session will show how conceptions of feedback have shifted rapidly in the past few years to become much more learning centred. It will emphasise the importance of students building the capacity to judge their own work and that of others, and discuss the development of student feedback literacy, that is, the capability to benefit and utilise feedback processes for their own ends.

**2. Title:** “Precision or publication: How to make your research digestible for the public”

**Lead by:** Maria Philippa Rossi

**Description:** Every year at UNIS, great science happens. Groundbreaking research, in the forefront of climate change, new energy solutions and infrastructure projects in the Arctic, researchers advance in the fields. But does the world know about it? This crash course in popular science writing will give you some good tips on how to write op eds, columns or blogs for the public. What are the obstacles for getting your research into mainstream media? How do you get journalists to write well about your research? In short, how do you get published? There will be a theoretical and practical part during session, and you will leave the workshop with a set of tools that can be applied to your own research.

**3. Title:** Canvas – Tips & Tricks.

**Lead by:** Håkon Kristensen, Ida Marie Johannessen and Ane Cecilie Kvernvik

**Description:** Canvas is a great tool for teaching, but the vast possibilities of setting up a course can sometimes be confusing and overwhelming. In this workshop Ida Nielsen from UiO – a Canvas connoisseur – will present her Canvas course to UNIS. Ane Kvernvik will present a brilliant setup of the course content, learning goals etc. that the students really liked when she taught AB-202 last spring. In addition to this, the participants will get to share experiences and tips on how to use Canvas.

4. **Title:** “How to introduce reflective writing in courses that have fieldwork as one of their learning activities”

**Lead by:** Kseniia Kalian

**Description:** Usually, time is the most scarce resource that students have during their fieldwork. In less demanding circumstances students can learn with pace that they prefer, being able to repeat whatever they want. While during fieldwork students learn from their experiences which are often unique and cannot be replicated. Reflective writing is commonly considered as a supplementary activity that combines learning and self-assessment. There are strong reasons to think that reflection can help students to process their experience and develop important competences. However, still there is a tendency of students to use their reflective diaries for anything but reflection. This workshop will present the latest research within this topic along with tools for graphical representation of reflective thinking (that can help students to structure their reflective writing). We will also try out using these tools ourselves and discuss its applicability for particular courses.

Key questions are:

- what problems does reflective thinking help to solve
- why is it important for students to structure their reflection in certain ways
- which tools for graphical representation of reflective thinking are helpful in this matter?”

## Workshop session II – Tuesday October 5<sup>th</sup> - 13:45-15:00:

1. **Title:** “Scholarship of Teaching and Learning (SoTL) – community building and improvement strategy”

**Lead by:** Torgny Roxå

**Description:** Scholarship of Teaching and Learning (SoTL) emphasizes local knowledge about teaching, as experienced by academic teachers. In this workshop we explore how this local and practice-based knowledge contributes to the formation of a community among academic teachers. After an introduction participants will be invited to share concrete experiences of teaching and student learning, with an emphasis on what works. The aim is to focus on a shared experience of know-how. The workshop continues by introducing elements of a community of practice and discuss how stories told by teachers may evolve into building-blocks for development. In this process artifacts are emphasized as necessary components in a shared history of learning. International examples and discussions will be touched upon even though the focus of the workshop is local experiences at UNIS.



2. **Title:** “Precision or publication: How to make your research digestible for the public”

**Lead by:** Maria Philippa Rossi

**Description:** Every year at UNIS, great science happens. Groundbreaking research, in the forefront of climate change, new energy solutions and infrastructure projects in the Arctic, researchers advance in the fields. But does the world know about it? This crash course in popular science writing will give you some good tips on how to write op eds, columns or blogs for the public. What are the obstacles for getting your research into mainstream media? How do you get journalists to write well about your research? In short, how do you get published? There will be a theoretical and practical part during session, and you will leave the workshop with a set of tools that can be applied to your own research.

3. **Title:** “A generic peer review concept”

**Lead by:** Roy Andersson

**Description:** With this session Roy offer the participants a concrete experience in how they in a controlled way can perform peer review of written exam moments. The goal is that all participants will receive a fully working peer review concept that they will be able to use in their own teaching.

Session outline:

We start with a short introductory discussion about our own experiences and results

The participants actively do a full peer review example

We collect the participants’ experiences and end the session with a concluding discussion on these experiences and what the literature say about peer review.

4. **Title:** Canvas – Tips & Tricks.

**Lead by:** Håkon Kristensen, Ida Marie Johannessen and Ane Cecilie Kvernvik

**Description:** Canvas is a great tool for teaching, but the vast possibilities of setting up a course can sometimes be confusing and overwhelming. In this workshop Ida Nielsen from UiO – a Canvas connoisseur – will present her Canvas course to UNIS. Ane Kvernvik will present a brilliant setup of the course content, learning goals etc. that the students really liked when she taught AB-202 last spring. In addition to this, the participants will get to share experiences and tips on how to use Canvas.

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## Collegial sharing sessions I – Wednesday October 6<sup>th</sup> - 10:30-11:30:

*The sharing session is organized as one-hour long session with a short introduction to the theme followed by an around the table discussion/feedback from the participants. Participants signs in on two sessions, one before lunch and one after lunch.*

**1. Title:** Digital Tools for LAB safety

**Lead by:** Stuart Thomson

**Description:** We are developing an online system to deliver safety training. We aim to improve learning by providing a platform to assess the understanding of the trainee, to ensure consistency of training and remove the possibility of human errors e.g. technicians forgetting important pieces of information. The system has the potential to improve efficiency, free up technician time and provide high quality learning. How could this system be used for your specific work? How could we develop parts of the introductory briefing into an online service? How can we further develop lab procedure training for students and supervisors?

**2. Title:** Evaluation of courses, learning environment and support

**Lead by:** Elise Strømseng

**Description:** UNIS students and academic staff evaluate all courses, the learning environment and the support functions every year. From 2020 UNIS implemented a new evaluation form and every year the feedback from students and scientific staff are aggregated in a educational quality report with overall statistics and data. How do we use this information to improve the learning environment, the support functions and the courses? Do the new forms give relevant information? How do we handle receiving feedback that require action? The session will look into the new evaluation form and discuss how we use the data and information available in all parts of UNIS, including what is not working. Evaluating the evaluation!

**3. Title:** “Mr Motivator: Student Engagement & Rewards”

**Lead by:** Katie Herlingslaw

**Description:** Mr Motivator is a big cultural figure in the UK who got a wide range of people involved in exercise by making fun videos (in very colourful spandex!). He was mainly around in the 90s, but has made a comeback recently during the pandemic, managing to engage the nation again and bring joy to exercise.

This session will be a discussion about fun and inventive methods people have used to engage and motivate their students, either in the classroom or on fieldwork. I will present the ‘Rocket Launch Challenge’ and the ‘Fieldwork Certificate’ that I tried last year and then we will open the discussion. Come along to share your ideas and to get inspired!

4. **Title:** Supervision of master/PhD students with two, or several supervisors in different institutions

**Lead by:** Knut Vilhelm Høyland

**Description:** This session will share experience on joint supervision, identify challenges and solutions. The main question is How can we organise the supervision so that the student gets a good supervision? Some of the issues we may discuss are:

Who is responsible for what?

How do supervisors communicate with each other and the student?

(the student could get contradicting information from different supervisors!)

Does everybody agree on the ambitions and expectations for the thesis work?

What are requirements for a master (PhD) thesis in the host institutions and what is common practice AT unis?

5. **Title:** Creating 360° Virtual Field Guides to improve field learning

**Lead by:** Pernille Bronken Eidesen and Simen Hjelle

**Description:** We aim at preparing our students better for fieldwork by making virtual field guides (VFGs). We also hope to be able to use these field guides in an assessment setting. We will shortly present how we have made these guides and the first feedback from students. If you want to have a look, please visit <https://360.learningarcticbiology.info/>

Topics we would like to discuss and share during this sharing session is 1) ideas and experiences related to better preparation for field work, and 2) ideas and experiences related to better assessment of practical skills and competences achieved after field work.

## Collegial sharing sessions II – Wednesday October 6<sup>th</sup> - 12:15-13:15:

6. **Title:** How does the new Easy-Rent out system and the field equipment assistance work?

**Lead by:** Aleksander Steinhaug

**Description:** The session will discuss experiences with renting, picking up and delivering back equipment in relation to field activities in courses.

Some of the questions that the session will raise is?

- How does the booking system work?
- What is your experience with getting and delivering back the equipment?
- What material and logistical challenges do you experience in relation the going in the field with the students?

7. **Title:** How do we adapt and solve teaching and the exam situation to accommodate students with special needs – challenges, experiences and idea sharing

**Lead by:** Aleksandra Smyrak-Sikora

**Description:** The session will discuss experiences with learning situations which involve students with special needs. How we adapt our teaching – in or outside UNIS – to deal with situations or challenges and provide the best, possible learning situation and outcome for the student with special needs, and at the same time for all students in the class.

Some of the questions that the session will raise is?

Are we obliged to adapt our teaching?

How do you do it?

Since we have small student groups, it might be evident in the written exam which exam belongs to a student with special needs linked to e.g. dyslectics. Do we manage to evaluate the exam equal to the others?

8. **Title:** What can escape rooms teach us about group work and student engagement?

**Lead by:** Sehoya Cotner, Ruben Schelbred Thormodsæter and Jonathan Soule

**Description:** In this session, faculty will engage in some escape-room activities and development challenges. We will then discuss challenges and opportunities associated with group work, our experience with escape rooms, and what characterizes successful groups (in escape rooms, course work, the work force, etc.). Faculty will then be encouraged to share their thoughts on how we can take these lessons to our classes to improve group work and student engagement.

**9. Title:** iEarth: The different roles at UNIS and funding opportunities

**Lead by:** Marius Jonassen and Mark Furze

**Description:** iEarth is a Centre for Excellence in Education (SFU), a status that was granted by DIKU in 2019 with an official start in June 2020. To be a Centre for Excellence in Education means that we have a responsibility to contribute to the dissemination of knowledge and best practice that can provide an increased quality in higher education both within and outside of the Centre institutions. In this sharing session we will focus on two main topics:

- 1) Inform about the different roles of the people involved in iEarth at UNIS: Education chair, progress domain leader and student representatives. While introducing these, we will talk about and discuss what we can do for you and how you can get involved with iEarth yourself.
- 2) Talk about the iEarth project funding, give examples from previously funded projects and discuss how we can help get you funding for your favorite project.

**10. Title:** “Using digital tools in field learning – drones imagery acquisition, 3D modelling and virtual field environments – how does it work?”

**Lead by:** Rafael Kenji Horota

**Description:** The session will give a short introduction to how I use digital tools in field learning in the development of virtual field environments. The session will challenge the participants in sharing their experiences or thoughts on the digital tools they have been using in field teaching, or tools they would like to incorporate in the development of virtual field environments. The session will also address benefits and challenges of such concepts in relation to field learning.

**11. Title:** What would an ideal UNIS look like for PhDs and postdocs, academically and socially, and how do we get there?

**Lead by:** Anne Bjørndal, Eleanor Jones, Sarah Marie Strand

**Description:** While a PhD or postdoc position represents a great opportunity to further your scientific career, recent research shows that PhD students and postdocs globally are struggling with stress, isolation and future career uncertainty. In this session, we will discuss the challenges faced by Temporary Academic Staff at UNIS and work together to find solutions to these challenges. We aim to end the session with a list of pressing issues and our suggestions for how UNIS can address these, to be sent to the Leader Group. All UNIS staff are welcome!

*Questions to be addressed:*

What are the challenges faced and benefits experienced by temporary academic staff at UNIS?

What can temporary academic staff do to maximize the benefits and face the challenges?

What can UNIS do to improve its support of temporary academic staff?