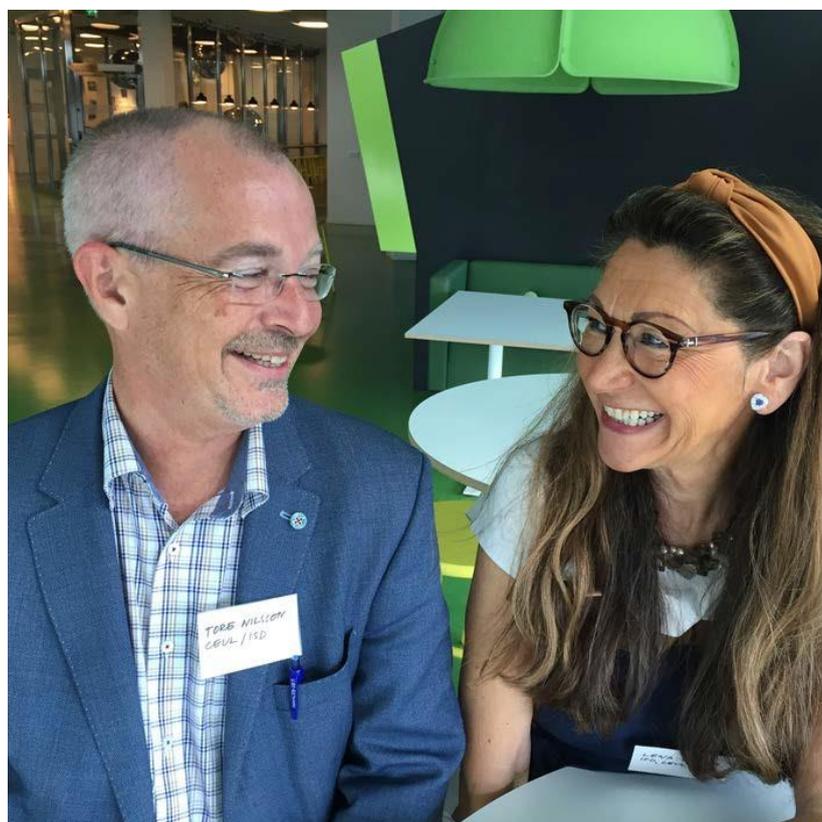


Teachers' Conference 2020

Possibilities of Scholarship of Teaching
and Learning

Thursday, Nov 19th 1 PM – 4.30 PM

Friday, Nov 20th 9 AM – 1 PM



Program

English track

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Teachers' Conference 2020 — Possibilities of Scholarship of Teaching and Learning

The Teacher conference is open to all teachers at Stockholm University. The Conference provides an opportunity to share experiences of teaching and learning in higher education and to learn more from the experiences of other colleagues.

The conference language is Swedish but there will be an English-language track, which is presented in this program.

Speakers

Keynote: Alastair Creelman

After the storm, another world – what have we learned from covid-19?

During the last few months everyone in higher education has experience of online teaching using digital platforms and tools. Some have succeeded beyond expectations whilst others have survived thanks to the help of colleagues and educational technologists. At first the focus was on quickly moving the classroom to an online space, in particular via synchronous video meetings in Zoom and asynchronous assignments in the learning management system. However, many teachers have since discovered the advantages of creating other asynchronous multi-modal learning spaces that foster greater inclusion and creativity than the limited interaction of synchronous spaces. By allowing students to reflect, discuss and express themselves at their own pace and in a variety of media we ensure that all voices are heard. Another critical factor is establishing a sense of community and trust in an online environment and many teachers have worked successfully with this during the lockdown period.

A particularly interesting issue is how we create interactive and engaging online learning spaces that enable students to meet, collaborate and discuss even outside their particular class or cohort. All institutions have invested heavily in recent years in building exciting new campuses that facilitate active learning and creativity but much less attention has been paid to the online campus. We need to realise that the online campus is the space that unites all staff and students, no matter where they are physically based. Campus students usually have a very strong sense of identity with their university since they spend so much of their daily life there. However that loyalty and identity is much weaker for online students since they only meet their own cohort and its teachers. How can we create a shared sense of presence and community to all students and encourage greater contact between campus and online students?

During this session I will discuss these issues and show examples of possible solutions.

About Alastair Creelman

Alastair Creelman works with net-based learning at Linnaeus University and is a specialist in the field of online and distance education based in the section for higher education development. He monitors developments in the field and is active in several national and international projects in areas such as distance/online learning, quality questions, open educational resources (OER), MOOCs, social media in education and virtual mobility (global classroom). He is course leader on an open course for teachers, Open Networked Learning, in collaboration with colleagues from Stockholm University, Lund University, Karolinska Institute, KTH and Varsity College, South Africa. In June 2017 he was awarded the title of [EDEN Fellow](#) (European Distance and E-learning Network) and elected to [EDEN's NAP \(Network of Academics and Professionals\) Steering Committee](#). Alastair is also a steering committee member in the [Swedish network for IT in Higher Education \(ITHU\)](#). He invites you to read his ideas on the role of technology in education in his blogs: [Corridor of uncertainty – reflections on technology and education](#) (in English) and [Flexspan – news about technology and education](#) (in Swedish). >>>[Learn more about Alastair Creelman](#)

Endnote: Professor Klara Bolander Laksov and Professor Max Scheja

Scholarship of Teaching and Learning — observations and future horizons

Scholarship of teaching and learning (SoTL) involves adopting a scholarly and professional approach to teaching and to scholarly explore and share experiences of teaching and learning in higher education. This closing session draws on insights from the conference presentations and aims to discuss possible interpretations of scholarship of teaching and learning at Stockholm University. The cube 'KUBEN' is presented as a model to make the complex work of university teachers visible. By engaging the auditorium the closing session aims to collaboratively identify blind spots and open up future horizons for a scholarship-driven approach to teaching and learning in higher education at Stockholm University.

About Klara Bolander Laksov

Klara Bolander Laksov is professor of Higher Education at Stockholm University. In her research, she explores leadership and the organization of universities as environments for learning and development. Since 2014, she is the director of the Centre for the advancement of university teaching (CeUL). She is regularly engaged as expert and speaker at national and international higher education organisations and conferences. She is co-editor of the *International Journal for Academic Development*.

About Max Scheja

Max Scheja is Professor of Higher Education at Stockholm University. His research and teaching interests focus on how university students develop their academic understanding in relation to how they perceive their teaching-learning environment as a whole. He has directed several research projects funded by the Swedish Research Council and currently serves on the Expert Panel for the Humanities and Social Sciences at the Swedish Foundation for International Cooperation and Research in Higher Education. He has been a Senior Research Fellow and Acting Director of The Centre for Cognition Understanding and Learning at the Karolinska Institutet. He has also been a Visiting Researcher at the University of Edinburgh.

Agenda

Day 1, Thursday

- 12.45 – 13.00 Pre-conference in Shared Space
- 13.00 – 13.15 Opening of the conference by Astrid Söderbergh Widding, President of Stockholm University
- 13.15 – 14.00 Keynote: Alastair Creelman
After the storm, another world – what have we learned from covid-19?
- 14.00 – 14.15 Coffee break – come and mingle in Shared Space
- 14.15 – 16.00 [Parallel sessions](#) (see English track below)
- 16.00 – 16.30 Poster café with poster presentations

Day 2, Friday

- 09.00 – 10.45 [Parallel sessions](#) (see English track below)
- 10.45 – 11.15 Coffee break – come and mingle in Shared Space
- 11.15 – 12.00 [Parallel sessions](#) (presentations in Swedish). Tip: If you missed the poster presentation on Thursday – [check out the virtual poster exhibition](#)
- 12.05 – 13.00 Endnote: Prof. Klara Bolander Laksov and Prof. Max Scheja
Scholarship of Teaching and Learning — observations and future horizons
(Pre-recorded talk in Swedish with English subtitles followed by a live-discussion with the audience)

Contribution categories

Contributions fall within one of two categories:

- **Scholarship of teaching and learning (SoTL)**
Are contributions characterized by systematic enquiry, collegial review and public dissemination. The results and experiences of SoTL-contributions are supposed to be shared with a larger collegial community in order to be, practically or theoretically, put to use in new contexts. Presentations will...
 - explicitly draw on previous research in the area
 - adhere to principles for scientific rigour,
 - employ the format “Introduction – Method – Result – Discussion” (IMRaD)
- **Best-practice (BP)**
Are contributions that describe innovation and development projects. Presentations will address the following questions:
 - Why did this innovation or development project come about?
 - What have others done previously in the area?
 - How was the project designed and implemented?
 - What was learnt as a result of the project?
 - What advice would we like to give to others thinking of undertaking a similar kind of pedagogical development project?

Presentation formats

Presentation

Sessions are 45 minutes. Two 15 min-presentations addressing a similar subject followed by 15 minutes discussion and questions from the audience.

Round table discussion

A round table discussion lasts 45 minutes with an introduction or presentation of the subject and time for further probing and discussion.

Workshop/ ICT-workshop

Workshops will be given a full 90-minute session. Explorations of subjects related to research or practice while including a high level of creativity, innovative thinking, critical, active participation and planning of new and further activities/innovations.

Panel discussion

Session of 45 minutes with panel discussion followed by time for comments and questions from the audience.

English track (marked in red, bold style and framed)

For more information about presentations please look up the respective presentation number (ID) in the abstract-section below.

Teachers' Conference 2020 — Possibilities of Scholarship of Teaching and Learning			Presentation (PR), 45 min	Round Table Discussions (RTD), 45 min	ICT/Workshop (ICTWS) (WS) 90 min	Panel Discussion (PA), 45 min	Poster presentation 30 min			
Day	Time	Shared Space								
Day 1 Thursday, November 19th	12.45 - 13.00	Pre-conference								
	13.00 - 13.15		Welcome by the President of Stockholm Uni.							
	13.15 - 14.00		Keynote Alastair Creelman							
	14.00 - 14.15	Break - come and mingle in Shared Space!								
	14.15 - 15.00		1,34 (PR)	55,57 (PR)	14 (PR)	12 (RBS)	A (PA)		24 (IKTWS)	48 (IKTWS)
	15.15 - 16.00		11, 41 (PR)	15, 30 (PR)	18,22 (PR)	52, 58 (PR)	E (PA)			
16.00 - 16.30			Poster café with presentations av poster no 6, 9, 20, 42 and 45							
Day	Time	Shared Space								
Day 2 Friday, November 20th	09.00 - 09.45		51, 59 (PR)	33 (PR)	31, 43 (PR)	23a; 23b (PR)	B (PA)	D (PA)	44 (IKTWS)	60 (WS)
	10.00 - 10.45		53 (PR)	29, 19 (PR)	49, 56 (PR)	2 (RBS)	C (PA)	17 (RBS)		
	10.45 - 11.15	Break - come and mingle in Shared Space								
	11.15 - 12.00		28 (RBS)	54 (RBS)	F (PA)	25 (RBS)				
	12.05 - 13.00		ENDNOTE (ENG subtitles)							

Parallel sessions day 1 and 2, English track

Abbreviations: **SOTL + BP** refers to contribution category (see page 7); **SV** resp. **ENG** refers to the language in which the presentation is held.

Day 1, Thursday 19 November

Parallell sessions starting at 14.15	
	Presentations 45 min
14.15-15.00	<p>PresentationID 1 Pedagogies of Perspective: The Challenges and Opportunities of Teaching Moving Images and Gender in a Multicultural Classroom SOTL ENG Presenter: Elizabeth Castaldo Lundén (Dept of Mediastudies)</p> <p>PresentationID 34 Dialogue in a multidisciplinary writing group: learning in interaction SOTL ENG Presenter/-s: Daniel Egil Yencken (Academic Writing Service), Kathrin Kaufhold (Dept of English)</p> <p>Moderator: Tessy Cerratto Pargman (Dept of Computer and Systems Sciences)</p>
14.15-15.00	<p>PresentationID 55 Overcoming obstacles during the transformation of conventional education into an online, experiential learning process: insights from a University course in Greece BP ENG Presenter: Manos Pavlakis (Dept of Education)</p> <p>PresentationID 57 CIRCLE - Current inquiry and research conversations in language education BP ENG Presenter/-s: Tore Nilsson (Dept of Language Education), Una Cunningham (Dept of Language Education)</p> <p>Moderator: Tore Nilsson (Dept of Language Education)</p>
Parallell sessions starting at 15.15	
	Presentation 45 min
15.15-16.00	<p>PresentationID 11 Transforming a laboratory task from 'cookbook' to genuine inquiry BP ENG Presenter/-s: Fredrik Hellberg (Dept of Physics), Moa Kristiansson (Dept of Physics), Gustav Eklund (Dept of Physics)</p> <p>PresentationID 41 Critical questions for Learning Analytics in Higher Education SOTL ENG Presenter/-s: Teresa Cerratto Pargman (Dept of Computer and Systems Sciences), Cormac McGrath (Dept of Education)</p> <p>Moderator: Cormac McGrath (Dept of Education)</p>
Postercafé starting at 16.00 moderated by Maria Öhrstedt and Cormac McGrath, both from Dept of Education	
16.00-16.30	<p>PresentationID 6: Flipped classroom concept for increased teacher-student communication in a spectroscopy course SOTL ENG Presenter: Andreas Barth, (Dept of Biochemistry and Biophysics)</p> <p>PresentationID 9 Design of a "student active" learning module in Biochemistry SOTL ENG Presenter: Agneta Norén, (Dept of Biochemistry and Biophysics)</p> <p>PresentationID 20 Distance Tandem Language Exchange: Limitations and possibilities in actual and virtual cultures BP ENG Presenter/-s: Christine Ericsson Nordgren (Språkstudion), Mitsuyo Kuwano Lidén (Dept of Asian, Middle Eastern and Turkish Studies), Akiko Shirabe (Dept of Asian, Middle Eastern and Turkish Studies), Tomas Brännmark (Språkstudion), Andreas Bengtsson (Dept of Asian, Middle Eastern and Turkish Studies), Yujin Kim (Språkstudion), Jorunn Nilsson (Dept of Language Education)</p>

Day 2, Friday 20 November

Parallella sessioner starting at 9.00	
	Workshops 90 min
09.00-10.30	<p>PresentationID 44 IKT-workshop: Unpacking Gamification and Game-based Learning SOTL ENG Presenter/-s: Melinda Mathe (Dept of Computer and Systems Sciences), Harko Verhagen (Dept of Computer and Systems Sciences)</p>
	Presentations 45 min
09.00-09.45	<p>PresentationID 51 When learning gets tough: Student experiences in emotionally unpleasant situations SOTL ENG Presenter: Maria Weurlander (Dept of Education)</p> <p>PresentationID 59 Creating Communities of Practice Online BP ENG Presenter: Gwendolyne Knight (Dept of History)</p> <p>Moderator: John Airey (Dept of Mathematics and Science Education)</p>
Parallell sessions starting at 10.00	
	Presentations 45 min
10.00-10.45	<p>PresentationID 53 A solutions-oriented massive online open course (MOOC) on climate change BP ENG Presenter/-s: Alasdair Skelton (Dept of Geological Sciences), Miriam Huitric (Stockholm Resilience Centre) och Christina Fredengren (Dept of Archaeology and Classical Studies)</p> <p>Moderator: Cormac McGrath (Dept of Education)</p>

Abstracts/ English track

Abbreviations: **SOTL + BP** refers to contribution category (see page 7); **SV** resp. **ENG** refers to the language in which the presentation is held

PresentationID 1 Thursday at 14.15-15.00

Presentation format: Presentation

Title: *Pedagogies of Perspective: The Challenges and Opportunities of Teaching Moving Images and Gender in a Multicultural Classroom* **SOTL ENG**

Presenter: Elizabeth Castaldo Lundén (Dept of Mediastudies)

Abstract: Master level and optional (Fristående) courses represent a challenge for educators insofar as they gather students from a varied set of disciplines and cultural backgrounds. The challenges range from the students' home country approach to higher education pedagogy, different disciplinary background, or even different levels of academic accomplishments that go beyond the standardization of academic degrees. Sensitive topics addressed in the humanities, such as questions of gender, sexuality, race, ethnicity, or class, can be particularly challenging when students are encouraged to engage in seminar discussions within a multicultural background. This paper looks at the pedagogic ways in which educators can address these challenges by creating safe environments of discussions that directly engage with the cultural perspective of students while integrating the use of historical sources available in digital archives. The case study is based on a pilot experience conducted during the seminars for the course *Moving Images and Gender*; a free-standing course in the Film section of the Department of Media Studies. The results of this experience showed that students could attain a degree of distance from the object of study if reflecting upon certain film representations from a historical angle. Allowing the students to present historical examples from their cultures using an analytical/critical perspective helped them reflect upon the discussed topics while developing an emotional distance from the cultural baggage. This approach to seminars reduced the affective response to critical analysis. The students shifted their role from subjects immerse in cultural heritage to cultural mediators, guiding their colleagues into a discovery of cross-cultural perspectives.

References:

Ambrose, Susan A. Et. Al., *How Learning Works: 7 Research-Based Principles for Smart Teaching*. San Francisco, CA.: Jossey-Bass, 2010.

Wieman, Carl. "Applying New Research to Improve Science Education." *Issues in Science and Technology* 29, no. 1 (Fall 2012), available online at <https://issues.org/carl/#.XK8I53sb2r0.link>

[Back to Parallel sessions day 1 and 2](#)

PresentationID 6 Thursday at 16.00-16.30

Presentation format: Poster

Title: *Flipped classroom concept for increased teacher-student communication in a spectroscopy course* **SOTL ENG**

Presenter: Andreas Barth (Dept of Biochemistry and Biophysics)

Abstract:

MOTIVATION FOR CHANGE

The course teaches several spectroscopic methods and their application to biological molecules. In recent years it consisted of lectures, assistant-held exercises and assistant-supervised laboratory exercises. The examination was at the end, which meant that problems in understanding were discovered too late. The main motivation for changing to the flipped classroom concept [1] was to correct these problems earlier. This required more time and an organized form for teacher-student communication, which also forces students to work continuously with the topic [2]. In order to get more time, in-class lecturing was abandoned in favor of student self-study of texts and recorded lectures. Other changes made students aware of how researchers act in their profession [3,4] and promoted active learning [5].

CHANGES INTRODUCED

A short assignment for each of the methods. Individual discussions between teacher and students based on these assignments

Teacher-led tutorials to discuss advanced problems, common misconceptions and mistakes

One laboratory was changed so that students had to reflect on how to develop the data. Lab reports are marked according to a list of criteria.

Some of the previous content was removed to get more time for interaction.

LESSONS LEARNED

Recording videos is very time-consuming and a long-term project.

Individual discussions are very helpful for student understanding but require that students come well-prepared.

Mistakes in published papers, manuscripts (beware, they are confidential), and made by oneself and one's co-workers are an excellent source for student problems.

It is fun but occasionally also frustrating to see student performance in teacher-led problem sessions.

More help is needed for students to develop a data evaluation method.

It is quite difficult to define criteria for a good lab report.

Students preferred the present concept to the traditional one, but would have liked lectures in addition to the texts and videos.

References:

[1] Anne M. Braseby, The Flipped Classroom, IDEA Paper #57

[2] David Gross et al., Increased preclass preparation underlies student outcome improvement in the flipped classroom, CBE Life Sci Educ December 1 (2015) 14:ar36

[3] Louis Deslauriers et al., Improved Learning in a Large-enrollment Physics class, Science 332 (2011) 862-864

[4] Tony Burden, Workshopen om Interaktiva Föreläsningar, Stockholm University 4/10 2016

[5] Scott Freeman et al., Active learning increases student performance in science, engineering, and mathematics, PNAS 111 (2014) 8410–8415

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PresentationID 9 Thursday at 16.00-16.30

Presentation format: Poster

Title: *Design of a "student active" learning module in Biochemistry* **SOTL ENG**

Presenter: Agneta Norén (Dept of Biochemistry and Biophysics)

Abstract:

Aim: to enhance students' learning by the use of self-active learning practices; combining theory (filmed lecture), lab practical and presentation in one package.

A traditional lecture and lab practical based teaching of "Gene Regulation" were transformed into a module where a film based lecture was used in combination with group assignments. The aim of the assignments focused on combining the general concept of gene regulation given in the film with the application of the lab practical results in relation to relevant terms/ processes. In order to optimize the group work, pre-group assignments were designed for to lead the students into the final format. Individual lab reports were replaced with written group reports and an oral presentation (randomly picked group) where the general concepts were to be discussed in combination with the lab results in detail. This for to deepen the understanding of the concepts and get the students to perform more actively during the discussion (1,2). We have not measured any number of success but the student evaluations indicate that the format was successful in terms of deeper knowledge and increased student activity. The summative assessment also indicates a higher success rate (this has though to be scientifically proven by the use of relevant methods).

References:

Deslauriers L, Schelew E, Wieman C. (2011). Improved learning in a large-enrollment physics class. *Science*, 332, 862-864

S. Freeman et al (2014). Active learning increases student performance in science, engineering, and mathematics. *PNAS*, 111 (23), 8410-8415.

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PresentationID 11 Thursday at 15.15-16.00

Presentation format: Presentation

Title: *Transforming a laboratory task from 'cookbook' to genuine inquiry* **BP ENG**

Presenter/-s: Fredrik Hellberg (Dept of Physics), Moa Kristiansson (Dept of Physics), Gustav Eklund (Dept of Physics)

Abstract: 'Cookbook' style laboratory tasks have long been criticised for the lack of critical and independent thought that students need in order to complete them [1,2]. We present an account of how we transformed a 'cookbook' lab to a genuine inquiry experiment in first year physics. Crucial features of the work were visits to see other teaching laboratories, understanding student preparedness and the selection of an appropriate experiment to develop [3].

References:

[1] A. Hofstein and V. N. Lunetta. The laboratory in science education: Foundations for the twenty-first century. *Sci. Ed.*, 88(1):28–54, 2004.

[2] C. Wieman. Comparative cognitive task analyses of experimental science and instructional laboratory courses. *The Physics Teacher*, 53(6):349–351, 2015.

[3] P. A. Bartlett and K. Dunnett. Secret objectives: promoting inquiry and tackling preconceptions in teaching laboratories. arXiv preprint arXiv:1905.07267, 2019.

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PresentationID 20 Thursday at 16.00-16.30

Presentation format: Poster

Title: *Distance Tandem Language Exchange: Limitations and possibilities in actual and virtual cultures* **BP ENG**

Presenter/-s: Christine Ericsson Nordgren (Språkstudion), Mitsuyo Kuwano Lidén (Dept of Asian, Middle Eastern and Turkish Studies), Akiko Shirabe (Dept of Asian, Middle Eastern and Turkish Studies), Tomas Brännmark (Språkstudion), Andreas Bengtsson (Dept of Asian, Middle Eastern and Turkish Studies), Yujin Kim (Språkstudion), Jorunn Nilsson (Dept of Language Education)

Abstract: A “Tandem” language exchange is an activity in which two persons with different mother tongues meet regularly, and cooperate systematically, to learn each other’s languages and develop intercultural competences. It is a widely practiced and well-researched method with a long history, and it constantly varies its expressions making use of new communication technologies and language learning theories.

Språkstudion, the Language Learning Resource Centre at the Department of Language Education, runs the Tandem language exchange programme at Stockholm University. The main practice has been that of an informal face-to-face approach, but since 2018, distance meetings have been made possible for Spanish and Korean through collaborations with universities in Mexico and Korea. There is a growing interest to expand the programme with more languages to increase accessibility, inclusion and learner autonomy. In a new project, Språkstudion and researchers of Japanese at the Department of Asian, Middle Eastern and Turkish Studies are establishing a combined research-learning plan together with Osaka University. In our poster, we will present our project outline and discuss the following topics:

- challenges in documenting informal language learning activities
- comparing language and cultural competence progress in virtual and actual reality
- studying extramural language learning beyond English
- balancing teacher involvement and learner autonomy in distance language exchanges

References:

Benson, P., & Voller, P. (2014). *Autonomy and independence in language learning*. London: Routledge. <https://doi.org/10.4324/9781315842172>

Lee, J. & Song, J. (2019). Developing intercultural competence through study abroad, telecollaboration, and on-campus language study. *Language Learning & Technology*, 23(3), 178–198. <http://hdl.handle.net/10125/44702>

Calvert, M. (1992). "Working in tandem: peddling an old idea." *Language Learning Journal*, 6:1, 17-19. <https://doi.org/10.1080/09571739285200371>

Van der Zwaard, R., & Bannink, A. (2019). "Toward a Comprehensive Model of Negotiated Interaction in Computer-mediated Communication." *Language Learning & Technology*, 23(3), 116–135. <http://hdl.handle.net/10125/44699>

Sundqvist, P., & Sylvén, L. K. (2016). *Extramural English in teaching and learning*. London: Palgrave Macmillan. <https://doi.org/10.1057/978-1-137-46048-6>

PresentationID 34 Thursday at 14.15-15.00

Presentationsform: Presentation/Panel

Title: *Dialogue in a multidisciplinary writing group: learning in interaction* SOTL ENG

Presenter/-s: Daniel Egil Yencken (Academic Writing Service), Kathrin Kaufhold (Dept of English)

Abstract: Student writing groups have attracted scholarly interest as additional platforms for academic writing development (Wilmot & McKenna, 2018). Talk around writing is a central feature of writing groups and they provide one possible response to students' desire for further dialogue around their work (Lillis, 2001). While dialogic pedagogies have been investigated in classroom settings and in higher education contexts such as writing centre consultations (Wingate, 2019), there is little research investigating the dialogic features of writing group interaction or how these features contribute to reflexivity in relation to writing practice. Our case study is based on video recordings of one multidisciplinary writing group with six master's students and two facilitators, covering a period of eight weeks. The study draws on discourse analytic methods and applies Burbules' (1993) typology of dialogue in order to identify patterns of dialogical interaction. We ask: What forms of dialogue are present in writing group interaction, and how do they frame reflection on writing? The results show that the participants engage in convergent and divergent forms of dialogue. Convergent dialogues take place when, for example, participants converge in their perspectives on feedback or on a solution to a writing problem. Divergent dialogues take place when participants share writing experiences or offer different perspectives on a writing issue or text.

Some pedagogical insights from the study are as follows:

- writing group dialogues enable participants to engage with and question writing norms and conventions
- participants are able to hear and take up different perspectives
- facilitators balance 'freedom' and 'guidance'
- it is beneficial for writing groups to periodically reflect on the form of the interaction taking place in group meetings

References:

Burbules, N. (1993). *Dialogue in Teaching: Theory and practice*. New York: Teachers College Press.

Lillis, T. M. (2001). *Student Writing: Access, Regulation, Desire*. London: Routledge.

Wilmot, K. & McKenna, S. (2018). Writing groups as transformative spaces. *Higher Education Research & Development*, 37(4), 868-882.

Wingate, U. (2019). "Can you talk me through your argument"? Features of dialogic interaction in academic writing tutorials. *Journal of English for Academic Purposes*, 25, 25–35.

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PresentationID 41 Thursday at 15.15-16.00

Presentation format: Presentation

Title: *Critical questions for Learning Analytics in Higher Education* **SOTL ENG**

Presenter/-s: Teresa Cerratto Pargman (Dept of Computer and Systems Sciences) and Cormac McGrath (Dept of Education)

Abstract: The argument underlying the interest in Learning Analytics is a simple one; it is grounded in the general belief that access to available data will improve learning, student's performance, teaching practices and institutional decision-making. Although simple in nature this argument has recently gained much attention, and is attributable to three main reasons; an increasingly complex and competitive environment, the increased use of online learning platforms, and the easy access to advanced tools and techniques capable of better capture and predict students' learning trajectories. However, developing intensive data-driven, and learning analytics informed educational practices confront teachers, program directors, institutional leadership, administrators and IT support staff with new ethical and moral issues. This presentation will unpack some of these issues in relation to the following three domains: Location & interpretation of data; Informed consent, privacy & de-identification; Management, classification & storage of data. In this context, the following critical questions for the implementation of learning analytics in higher education will be introduced: What is the student success and benefits? What is the student vulnerability? Is learning analytics neutral? The presentation is aimed at sparking discussion in relation to: data ownership, users surveillance and student labelling that are issues of which neither universities nor system designers are today fully aware of. The presentation is based on a systematic literature review performed on 65 articles published between 2010-2019 funded by Digital Humanities (DHV) at Stockholm University.

References:

- Slade, S., & Prinsloo, P. (2013). Learning Analytics: Ethical Issues and Dilemmas. *American Behavioral Scientist*, 57(10), 1510–1529. <https://doi.org/10.1177/0002764213479366>
- Prinsloo, P., & Slade, S. (2016). Student Vulnerability, Agency, and Learning Analytics: An Exploration. *Journal of Learning Analytics*, 3(1), 159–182. Retrieved from <https://search.proquest.com/docview/1895979337?accountid=38978>
- Prinsloo, P., & Slade, S. (2016). Big data, higher education and learning analytics: Beyond justice, towards an ethics of care. In *Big Data and Learning Analytics in Higher Education: Current Theory and Practice* (pp. 109–124). https://doi.org/10.1007/978-3-319-06520-5_8
- Howell, J. A., Roberts, L. D., Seaman, K., & Gibson, D. C. (2018). Are We on Our Way to Becoming a “Helicopter University”? *Academics' Views on Learning Analytics*. *Technology, Knowledge and Learning*, 23(1). <https://doi.org/10.1007/s10758-017-9329-9>

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PresentationID 44 Friday at 09.00-10.30

Presentation format: IKT-workshop

Title: *Unpacking Gamification and Game-based Learning* **SOTL ENG**

Presenter/-s: Melinda Mathe (Dept of Computer and Systems Sciences), Harko Verhagen (Dept of Computer and Systems Sciences)

Abstract: The ubiquitous presence of technology in classrooms has inspired a shift from traditional classroom lectures to technology-integrated, interactive learning environments and present an opportunity to include game elements and the use of games in education (Subhash & Cudney, 2018). Well-designed gamification and game-based learning approaches may support a wide range of educational objectives such as increasing student attention, motivation, knowledge acquisition, collaboration, communication or the development of higher-level thinking skills (Subhash & Cudney, 2018; Boyle, et al., 2016). Nevertheless, recent research points to the pivotal and complex roles of teachers for effective implementation (Kangas, et al., 2016).

The proposed workshop is based on an ongoing PhD research project on digital-game based learning with a theoretical underpinning in activity theory. It will introduce participants to relevant theories and provide examples of praxis-based implementation. A strong focus will be given to the role of teachers in gamified/game-based learning and possible challenges that may arise in the reality of classrooms. Participants will be familiarized with teachers' current use of gamification and digital game resources across various levels of education.

The proposed workshop is planned to last 90 minutes. The first part will provide participants an introduction to gamification and game-based learning ranging from playful use of analog and digital game elements to immersive games and simulations. In the second part of the workshop, participants will be encouraged to explore and discuss the applicability of game-based and gamified approaches in their teaching through hands-on group activities. The workshop may serve as an inspiration for teachers to design their own gamified or game-based teaching activities. Moreover, the workshop discussions will serve as an input for research on game-based professional development interests and needs of teachers in higher education and in particular at Stockholm University.

References:

Boyle, E. A. et al., 2016. An update to the systematic literature review of empirical evidence of the impacts and outcomes of computer games and serious games. *Computers & Education*, Volume 94, pp. 178-192.

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Subhash, S. & Cudney, E. A., 2018. Gamified learning in higher education: A systematic review of the literature. *Computers in Human Behaviour*, Volume 87, pp. 192–206.

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PresentationID 51 Friday at 09.00-09.45

Presentation format: Presentation

Title: *When learning gets tough: Student experiences in emotionally unpleasant situations*

SOTL ENG

Presenter/-s: Maria Weurlander (Dept of Education)

Abstract: In the course of their education, students sometimes find themselves in situations that evoke feelings of unpleasantness. This presentation focuses on teacher- and medical students, but students from other disciplines have been found to experience negative feelings as well, for example stress and anxiety related to mathematics, statistics or environmental issues. Also, dissections performed in biology classes is known to be perceived as unpleasant for some students.

In this session, I will present the findings so far within our project "Learning in situations of perceived unpleasantness" (Vetenskapsrådet). Students from teacher- and medical education has been interviewed in focus groups, which displayed a range of emotionally strong and in many cases stressful and unpleasant experiences, especially in the practicum part of the education.

We believe that student of other academic disciplines who experience similar feelings of unpleasantness, regardless of what causes it, is left alone, leading to similar feelings of inadequacy and uncertainty as the teacher- and medical students were found to live through. We believe that an enhanced understanding of the students' experiences and learning in relation to unpleasantness is key to aid them in dealing with these challenges, in turn enhancing the awareness of these phenomenon and thereby allowing for a better student support.

References:

Bessant, K. (1995). Factors Associated with Types of Mathematics Anxiety in College Students. *Journal for Research in Mathematics Education*, 26(4), 327-345.

Charmaz, K. (2014). *Constructing grounded theory*. Thousand Oaks, CA: Sage.

Ojala, M. (2016). Facing anxiety in climate change education: from therapeutic practice to hopeful transgressive learning. *Canadian Journal of Environmental Education*, 21: 41-56.

Pekrun R, Götz T, Titz W, Perry RP (2002). Academic emotions in students' self-regulated learning and achievement: a program of qualitative and quantitative research. *Educational Psychology*, 37, 91-105.

Randler, C., Demirhan, E., Wüst-Ackermann, P. & Desch, IH. (2016) Influence of a Dissection Video Clip on Anxiety, Affect, and Self-Efficacy in Educational Dissection: A Treatment Study. *CBE—Life Sciences Education*,15(1).

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PresentationID 53 Friday at 10.00-10.45

Presentation format: Presentation

Title: *A solutions-oriented massive online open course (MOOC) on climate change* **BP ENG**

Presenter/-s: Alasdair Skelton (Dept of Geological Sciences), Miriam Huitric (Stockholm Resilience Centre) och Christina Fredengren (Dept of Archaeology and Classical Studies)

Abstract: In 2019, Stockholm University signed the SDG Accord Global Climate Letter (<https://www.sdgaccord.org/climateletter>). In doing so, we joined together with over 250 academic institutes worldwide in collectively declaring “a Climate Emergency in recognition of the need for a drastic societal shift to combat the growing threat of climate change” and we committed ourselves to the following “three-point plan”:

1. Mobilizing more resources for action-oriented climate change research and skills creation;
2. Committing to going carbon neutral by 2040;
3. Increasing the delivery of environmental and sustainability education across curriculum, campus and community outreach programs.

This application concerns point 3 of this plan. This point recognizes the vital role played by education in underpinning a global effort to take on the challenge of climate change.

As a contribution to this global effort, we have been granted funding from the President of Stockholm University to build a solutions-oriented MOOC on climate change. The course will be written so as to be accessible to the wider community and will seek to provide a first order understanding of climate change basics and climate change solutions. The course will aim to provide the fundamental understanding needed for decision makers to make informed decisions about climate-related issues and for individuals to make life choices that are good for the climate. Our focus will be on universal actions so as to create a course which is useful in both Sweden and other countries.

This will be a "work in progress" presentation at which our intention is to share our experiences and learn from the experiences of other participants.

References:

<https://www.sdgaccord.org/climateletter>

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PresentationID 55 Thursday at 14.15-15.00

Presentation format: Presentation

Title: *Overcoming obstacles during the transformation of conventional education into an online, experiential learning process: insights from a University course in Greece* **BP ENG**

Presenter/-s: Manos Pavlakis (Dept of Education)

Abstract: School Counseling and Guidance Masters' Program is offered to graduate students by the largest University in Greece, the National University of Athens. As a requirement of the program completion, students take part in a six-hour workshop titled Coaching in Education, during which they are expected to familiarize themselves and make use of peer-coaching techniques. The program, when offered in its conventional form, is highly interactive, promotes experiential learning, and aims to the achievement of learning objectives at all three levels: knowledge, skills, and attitudes.

The main concern during the pandemic was how the workshop could be transformed into a synchronous online learning experience. To overcome this concern, Zoom was chosen, as the main online learning tool. This choice was dictated by three main factors. Firstly, easy to access and use. Secondly, it offers the possibility for chat discussion and polling, which are extremely useful for less extrovert students. Thirdly and most importantly, it offers break-out rooms, thus the opportunity for the educator to create an environment wherein students discuss in small groups. During group discussion, the tutor had the possibility to jump in from group to group and ensure learning quality. The same feature (break-out rooms) was also used in the peer coaching activity, when pairs of students had their own practice, as if they were face to face, in their own special room.

Some final thoughts: students were asked to respond to some questions (through the 'poll' feature of Zoom) at the beginning of the course regarding their expectations. After the course, they were also asked to respond to whether these expectations were covered. A positive shift in their responses regarding online education was recorded.

References:

Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, N.J.; London: Prentice-Hall.

Kolb, A., Kolb, D., Passarelli, A., & Sharma, G. (2014). On Becoming an Experiential Educator. *Simulation & Gaming*, 45(2), 204-234.

Tamkin PhD, V. L., James, E., Timmons, B. A., Adams, B. A., Jester, B. A., Ng, B. A., ... & Bobbett, B. A. (2020). Collaboration Across the Pond: Engaging in Reflective Team Research Using Zoom.

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PresentationID 57 Thursday at 14.15-15.45

Presentation format: Presentation

Title: CIRCLE - Current inquiry and research conversations in language education **BP ENG**

Presenter/-s: Tore Nilsson (Dept of Language Education), Una Cunningham (Dept of Language Education)

Abstract: Our presentation outlines a novel way of approaching continuous professional development among language teachers in Sweden. We are developing a digitally distributed non-formal and modular course where language teachers and other interested participants will have the opportunity to deepen their knowledge of research on learning and teaching languages.

For a long time, language teachers in Sweden have lacked spaces for systematic and professional conversations about key issues in language teaching and with a clear focus on language education theory and research.

An initiative in 2018 by the National Board of Education – Språksprånget – certainly constitutes a new and welcome arena where current research on language learning and teaching forms the basis for professional development in schools. However, there are two limitations to this otherwise important initiative: it targets only modern language teachers and it does not incorporate unmediated contact between language teachers language education researchers. The course is designed around nine free-standing themes and each participant can choose to what extent they participate. Each theme treats a topic of current attention in foreign language teaching, not least such areas as are contested regarding best practice, or where debates are ongoing as to how to apply theoretical models and empirical research in the classroom. As Dylan William says on Twitter: " research can't tell teachers what to do – classrooms are too complex for that ever to be likely. But research can identify 'best bets' for improving practice". This course will contribute to the professional development of language teachers by offering a space for turning best bets into improved practice.

References:

Hayes, D. (2019). Continuing professional development/continuous professional learning for English language teachers, in The Routledge Handbook of English Language Teacher Education. Oxon: Routledge. Sid 155-168.

William, D. (2016). Leadership for teacher learning. Learning Sciences Ltd.

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PresentationID 59 Friday at 09.00-09.45

Presentation format: Presentation

Title: Creating Communities of Practice Online **BP ENG**

Presenter: Gwendolyne Knight (Dept of History)

Abstract: One challenge that we face as academics is introducing our students into the communities of practice in our respective fields. This result can stem from different sources: It is easy to forget how jargon-laden our language has become over time, and similarly it can be difficult for us to correctly assess the level of our instruction relative to the level that students can handle – things that seem easy to us may yet be difficult for them, and things that we anticipate students finding difficult may in fact come quite naturally. However, there is also the feeling among some academics that suffering and struggle are a part of the process of being a student, and that it is the student's responsibility to elbow their way into a community of practice rather than the teacher's to introduce them to it. The move online over the spring 2020 term, and subsequent online environment of autumn 2020, has exacerbated this situation, as many teachers find creating any community at all a challenge on Zoom and Athena, and are further made insecure by a lack of confidence in teaching online.

In this paper I will explore a variety of strategies for creating a community of practice, focused on the online environment. As a departure point I acknowledge that digital education is a different medium from face-to-face; as was told to me when I was an exchange student myself regarding culture shock: It's not inherently better or worse, it's just different. Therefore I will not be comparing the digital environment with the physical. I will compare my experience in creating asynchronous content in the spring with organizing a synchronous workshop, and experimenting with a blended synchronous-asynchronous seminar strategy. I will explore the delicate balance between scaffolding assignments and maintaining flexibility, and how in-class assignments and activities of varying size (from less than a minute to 1 hour or more). In the spring I taught a class of exchange students, and now in the autumn I will be teaching a class of first-year history students, and leading a workshop of experienced scholars at levels ranging from PhD to professor, but with varying experience in an online environment.

This is therefore a comparison of three case studies with implications for online instruction within the humanities, where students/participants are expected to need to process and present primarily text-based material, but also integrate images. It will focus on drawing students into scholarly communities of practice (primarily medieval history), and how to best engage and assess students in this process.

References:

Medieval Academy of America, "Thinking and Teaching Online: Best-Practices and Inspired Learning at a Distance", Recorded Tuesday 14 July 2020.

Medieval Academy of America, "Techniques and Tools for Teaching, Learning, and Researching Online: Manuscripts, Mapping, and Modeling", Recorded Tuesday July 21, 2020

Both accessible at:

<https://www.medievalacademy.org/general/custom.asp?page=OnlineTeachingWebinars>

For a complete program and further information, please refer to [the conference website](#) and the published program-PDF, both in Swedish language. Please feel free to email your questions to lararkonferensen.ceul@su.se.

