LÄRANDE I LTH

GENOMBROTTET – BLAD 31 – NOVEMBER 2015

Genombrottet är LTH:s pedagogiska stöd- och utvecklingsenhet som bland annat ger högskolepedagogiska kurser och beforskar undervisning och lärande. Genombrottet bistår också lärare, programansvariga och LTH-ledningen med stöd för undervisningsplanering, undersökningar och ett ramverk för högskolepedagogisk meritering.

Inom den pedagogiska forskningen finns det många exempel på vikten av att lärare fungerar som goda exempel för att främja en positiv, konstruktiv och givande lärandesituation. I detta nummer av Lärande i LTH ställs istället frågan om det är möjligt att lärare som fungerat som negativa förebilder faktiskt kan generera en positiv effekt när det gäller kommande generationer av lärare. Dessutom ifrågasätts möjligheten till absolut rättvis examination inom högre utbildning och avslutningsvis lyfts problemet med stor variation inom förkunskaperna i studentgruppen och hur detta kan vändas till en fördel. Samtliga artiklar i detta nummer utgör exempel på rapporter författade inom ramen för Genombrottets högskolepedagogiska kurser på LTH.

VARNING!

LÄRARE PÅ

DÅLIGT HUMÖR

Kan en lärare som upplevs som en negativ förebild av studenterna generera en positiv drivkraft hos kommande generationer av lärare? Den frågan ställs i artikeln " The positive impact of negative role-models on teaching - Case studies and interviews".

Innehåll

Fair assessment in Higher Education

A teacher's dilemma

Abhishek Bhargava and Karlis Livkiss, Department of Building and Environmental Technology, division of fire safety engineering, LTH, Volodymyr Bushlya, Department of Mechanical Engineering, LTH, Balázs Frankó and Krisztina Kovács, Department of Chemical Engineering, LTH

"Sometimes it takes me several hours to make a decision about a student's grade on her/his writing assignment. Does she/he deserve that extra half point? Did I construct my grading rubric fairly? Should I stick to it? What will the consequences be – for her/him, for me, for the rest of the class – if I give a grade that may be too low or too high? Should I allow a paper to be turned in after the deadline if a student has broken up with his/her significant other? If s/he has a friend who has recently passed away? If so, how much time should be allowed to pass? Should I excuse the paper altogether? If so, what grade should I give the student?" /Brody, 2012/

Probably all teachers are familiar with this dilemma, and have been in similar situations during their carrier. Grading is subjective and it is a constant source of frustration for teachers, since it requires them to create standards to assess student work. These standards may not be perfect, and yet, they have real-life consequences for students. A low or high grade can affect a person's future, even if it results from a weak evaluative system [1]. Unfair grading has been shown to drastically and negatively affect the motivation and performance of the students and their perception of the learning process [2].

With the development of measurement techniques of student's knowledge since the early 1900s and formulation of the purposes of such measurements, two different types of grading system have gained ground in our educational system: norm-referenced and criterion-referenced [3]. According to the norm-referenced system, grades are used to rank students. In this sense the system is meant to function for selection purposes and this is based on comparisons between performances of students within a group [2]. On the contrary, the purpose of the criterion-referenced grading system is to deliver information about student achievements measured against centrally formulated goals and locally defined criteria. In a criterion-referenced system the teacher should assess and establish whether a student has reached the level of knowledge that is stipulated, and thus, avoid comparing and ranking. Hence, in theory all students within a criterion-referenced grading system can obtain the highest grades [2]. It should also be underlined that a criterion-referenced system requires evaluating student achievement only, while a norm-referenced system allows teachers to rank students based on both achievement and performance.

With the adaptation of the Bologna Process in Sweden on January 1, 2007, the norm-referenced system was replaced by the criterion-referenced grading system in higher education. However, Sweden has left a back door open for evaluating also the performance of the students, by including the following legal definition of examination in Higher Education Ordinance (Högskoleförordningen): "With the examination must be understood that an examiner determines a grade based on the exam, or other forms of assessment of student performance specified in the syllabus" [4]. This creates very diffuse rules for teachers when constructing assessment or grading criteria and leads to a significant degree of uncertainty in the grading process itself. Performance is a broader concept than achievement; as it may contain factors, such as student's effort, work habits, motivation or even behavior in the classroom, which are "unrelated" to the achievement [4]. According to the Higher Education Ordinance, grading is executed by the examiner and the grading decision must not be challenged by any other administrators in higher education [6]. Since a grading decision neither may be appealed to a court nor to any other appeal body, the examiner have a great power with the evaluation of students. This lays a heavy responsibility on the teachers, which might lead to unfair and biased grading.

Fairness in the evaluation is the perception based on individual interpretations of the teacher's behavior or policies. When students believe that they are being treated fairly, it can create a positive learning environment. Students are more likely to perceive grades as fair if they believe that fair procedures are used in evaluation, regardless of the achieved grades. Therefore, teachers should improve the perceived fairness of their grades by being more explicit about how the grades are determined and to report those determinations frequently. An excellent way of ensuring that students perceive a teacher to be fair, especially in terms of procedures and outcomes, might be an extended course syllabus, with the detailed description of all rules of class participation and evaluation. The more complete and explicit this document is, the less likelihood there is that students will perceive the teacher to be interpreting an individual situation in an unfair manner. For instance, grade components and their determinate weights in the final grade should be stated and applied, and every student should receive a mark for every grade component in the course. The introduction and enforcement of anonymous grading, whenever practicable, should also be encouraged in order to support fairness.

In addition, grade components should be designed to be performable by a variety of students. This means that the principle of impartiality would allow teachers to make adjustments in order to equalize the students relative to each other. For example, a fair treatment would be to give more time to students with learning disabilities and other "handicaps" in order to minimize the advantage other students have over disabled students [7]. Furthermore, grading should be based on an expert evaluation, and should not be used with the aim of encouraging, motivating, rewarding or punishing. A possible exception to this principle may be punitive grading for academic dishonesty. Moreover, while assessment should be designed to assess only the learning outcomes, it is equally important that students who have achieved learning outcomes equally well should receive equal grades [8].

The development of grading criteria and applying it may be challenging for the examiners. Any grading system developed so far leaves room for questions about ethics and personal interpretation of student achievement. Anyhow it is the obligation of an educational institution to establish best possible grading systems and the commitment of a teacher to construct, explain, and apply the assessment in a consistent and fair way.

References

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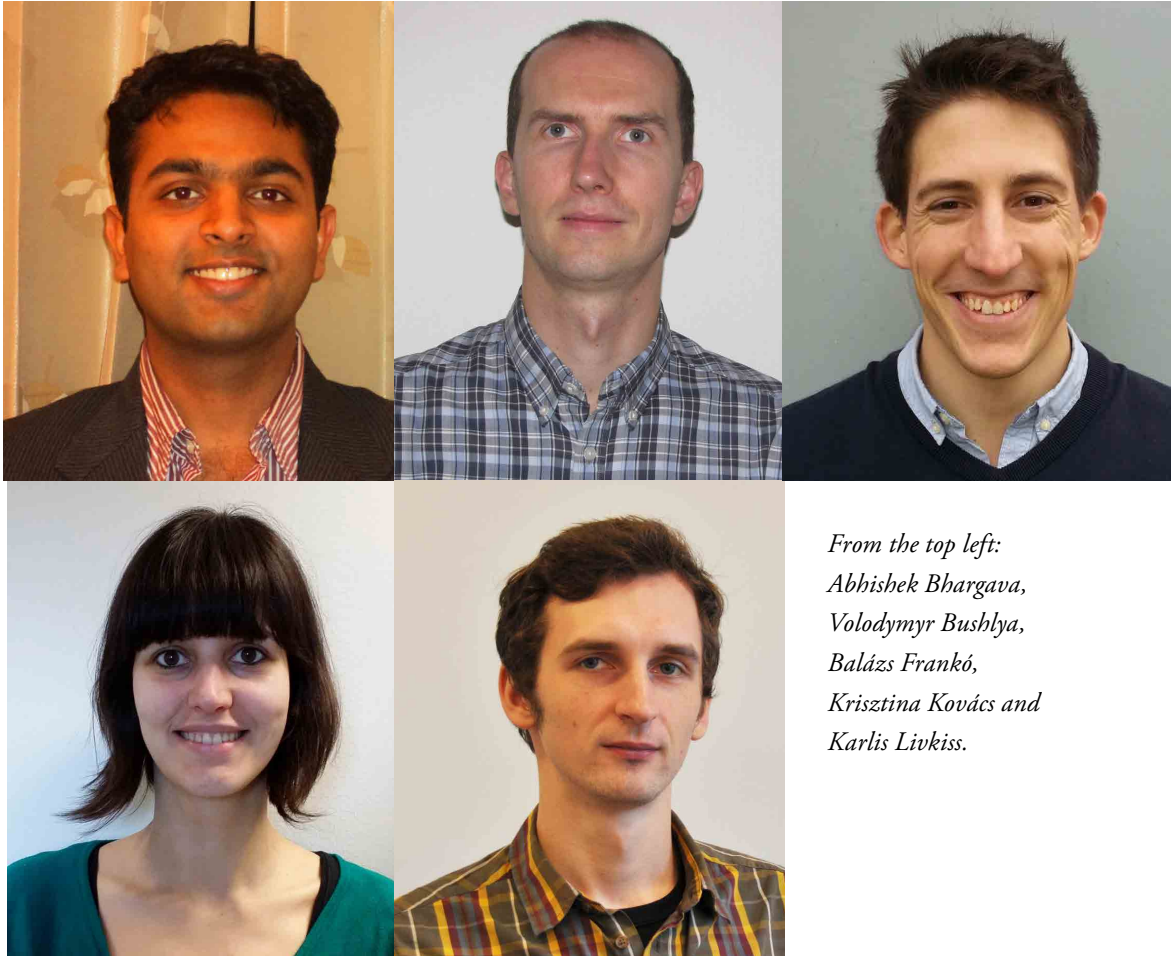
From the top left:
Abhishek Bhargava,
Volodymyr Bushlya,
Balázs Frankó,
Krisztina Kovács and
Karlis Livkiss.

The positive impact of negative role-models on teaching

Case studies and interviews

Enrico Ronchi and John Barton, Department of Building and Environmental Technology, LTH,
Susanne Gosztonyi, Niko Gentile and Marwa Al Khalidi, Department of Architecture and Built Environment, LTH

What makes an excellent teacher? Is it subject knowledge, passion or even charisma? These and many other questions are the motivation for attending the pedagogical course "Introduction to Teaching and Learning in Higher Education", which is part of the qualifying programme for academic teachers at LTH. They were also the starting point for our small working group to assemble a group project of pedagogic relevance. The aim was to elaborate on a teaching method. Digging into our past of being a teacher, and even more, being a student, we wondered what pedagogic experiences have influenced us most.

To our surprise, and despite our varying experiences of teaching and different cultural backgrounds, we realized that each of us could easily recall a "bad teacher" story. Discussing teachers with notably negative attitudes was rather interesting and amusing, in retrospect, but are such stories of pedagogic relevance? We found it interesting enough to elaborate on this and we pushed this concept forward to investigate if negative role-models can have a positive impact on teaching.

The term "role-model" was introduced by the sociologist Robert Merton who emphasized that a person has a status set in the social setting in which he/she is "rather than assuming one status and one role" [1]. The importance of role-models in education has been discussed in several environments such as medicine, economics, sport science, gender studies

Case 5: Hello, I am here!
James was an engaged student listening to the lecture of Mr. Richardson, who had to deal with about 300 2nd year students in his class. However, Mr. Richardson's approach was to fully ignore the presence of the students by not paying attention to them, staring at the board / power point and bog down the lecture in routine. He was locked up in his own world and had no contact with his surroundings. The impact: James became aware of how important it is to connect with students and ask for their feedback because of this experience. He is always trying to get feedback from students. He considers feedback to be extremely important in developing good teaching skills.

and teacher education. A general classification of the characteristics of a role-model involves three main components, namely 1) competence, referring to the technical knowledge and skills of the teacher, 2) teaching skills, referring to the teacher's capabilities to communicate knowledge and 3) personal qualities, such as attributes promoting ethical honesty, integrity and enthusiasm. In line with these three main components, we conducted an investigation about the positive impact of negative role-models.

We did semi-structured interviews with teachers at Lund University about their experiences with negative role-models and we collected personal experiences within the project team. The people interviewed varied in age, gender, years of teaching experience, cultural and educational background. The interviewees were also introduced to the concept of the SOLO-taxonomy [2], a framework used in pedagogy to evaluate different levels of learning outcome. This taxonomy was used for a self-evaluation of the learning outcome from the negative role-model. Seven case studies were collected and one of the stories is presented here.

The reflection on the case studies led us to confirm that students are usually affected by their teachers' views and by their teaching and learning styles. In addition, a consideration for the teacher's audience (students) is a good approach to evaluate the students' diverse knowledge and differences. Negative role-models can motivate future teachers to avoid the role-models' failures and prevent their mistakes. For example, an indifferent attitude from a negative role-model can be linked in future teaching with an opposite sincere interest towards students' capabilities. Similarly, a negative experience with a one-way communicator can generate positive future teacher/student interactions. Also, as a role-model, sometimes it helps the students to see teachers as human beings, with warmth and a little humour.

Some of the interviewees had a difficult time at first to recall a negative role-model. These people may prefer to refer to positive role-models usually. Nevertheless, they at last all were able to recall a negative role-model and how this impacted their teaching methods. The interviews also showed

that there may be specific contexts (for example subject and background) in which people prefer remembering negative role-models to avoid own failures.

The stories collected in the report are interesting, tragic and sometimes comical. All case studies can be found in the project report [3]. See the list below and check if you had experiences similar to our cases!

- Case 1: Sorry, but this is not your matter
- Case 2: My life is destroyed
- Case 3: Science is in our daily life
- Case 4: Ha! Ha! Ha! You, loser!
- Case 5: Hello, I am here!
- Case 6: What's the benefit to be here?
- Case 7: You are out…

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Teaching and assessing students with different backgrounds

Increasing the learning motivation by creating more dynamic group work

Vahid M. Nik, Department of Building and Environmental Technology, LTH, Åse Svensson, Department of Technology and Society, LTH and Per Lindh, Swedish Geotechnical Institute

Following the needs of the modern societies, several new courses are defined in universities, gathering students with different backgrounds in education, experience, expertise and culture. Although having different people in a course can be exiting both for teachers and students, it can get challenging for the teachers to keep the quality of the course high enough while having all the students happy at the end of the course. This paper is about an international master course, discussing a strategy to cope better with the diverse background of the students. The aim is to create an environment that motivates students to help each other more towards equalizing their level of understanding and knowledge. With this aim, a platform has been developed which is based on peer- and co-assessment as suggested in this paper.

The master course is named Moisture Safety Design, which is about studying the moisture performance of buildings in Nordic climatic conditions. Students need to know some about physics, mathematics, buildings, as well as basics of heat and moisture transfer. However, in many cases students have not had sufficient background knowledge, though coming from the correct field (civil and building engineering). Students can be divided into two major groups: 1) Civil Engineering and 2) Architecture. They come from different countries with different educational systems. Such diversity affects the knowledge level of the students, while according to the course plan all the students should fulfil certain criteria to pass. They should pass the same exam (individually) and work on three projects in groups of three or four. Since some students were not used to having calculations, the analytical level of the course was kept low, for example there was no problem solving in the exam. This made the other students unsatisfied; for some it was too much repetition and during team works they were doing all the calculations.

The suggested assessment strategy is aiming for bringing up the analytical quality of the course and making the environment in the classroom and among students more dynamic in different stages.

Assessment in groups during lectures

The first step is dividing students into groups of three to four with different backgrounds: engineering with more calculation capabilities and architecture with more designing capabilities. Grouping is made by the teacher in a way to reflect the diversity as much as possible. Each group is named with a letter (for example A) and each member with an additional number (for example A1, A2 and A3). These numbers do not change for any group during the whole course period. When a task is defined as a problem/question during lectures, the following steps will be taken (Figure 1) where each step should be done during a limited time, defined by the teacher:

1. Working groups – solving: Internal discussion on the task among group members for a limited time.

2. Assessment groups: One representative of each group will be selected by the teacher by announcing a number (for example number 2 of each group) and they are then asked to switch groups, for example number 2:s will switch their groups. In this way the working groups will change to peer-assessment groups. The representatives explain their solutions and then they are assessed by the other group members. The assessors comment on the solution and explain their own solution and thoughts.

3. Working groups – revising: The groups get back to their original shape and the representative discusses the solution of the other group with the original group members. They have the chance to revise their solution.

4. Reporting: The groups rate the solution/performance of the other group (a number from 1 to 5).

Results of this peer-assessment can be used in the final grading of the students.

Assessment during presentations
Each group works on three projects during the course, of which the last one should be presented in the classroom. Usually students divide the tasks during the project in a way that each person handles the part which he/she is good at, followed by presenting their own part. It increases the efficiency of the team work, however it may result in not learning enough from the project. The suggested strategy is that the teacher does not interfere with the dividing of tasks/responsibilities among the members of the groups, however he/she arbitrarily selects the students who talk about each stage of the project just before the presentation. In this way, each group member should be able to present the whole project and learn about that. In addition, for increasing the critical thinking among students, they should prepare at least two questions (per group) related to the project. After each presentation, the teacher selects a group as the opponent of the presenting group.

Final exam
Previously there has not been any problem solving or calculation in the final exam. (for example 25% of the final exam will be problem solving). However for getting higher grades, the student needs deep understanding of the concept and problem solving abilities.

There are several techniques to increase the learning skills and the quality of learning among the students. For the discussed course, in which students have different background, a combination of peer- and co-assessment can be an efficient way to increase the level of engagement of the students in the course, while saving some time for the teacher. The suggested mechanism guides the students more towards deep learning and analytical thinking, while team work plays an important role in helping the students. The method has been applied in the course during the first half of the autumn 2015 semester. The first impression after applying the method during the course was higher motivation and dynamics in the classroom and among the students. It was making the procedure of solving problems and presenting results more exiting.
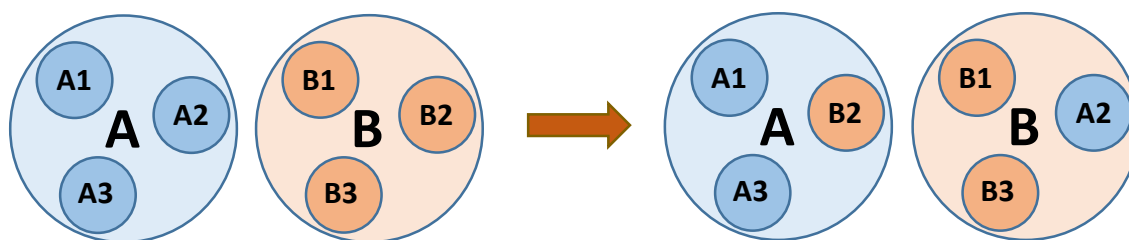

Figure 1. Schematic view of the working groups (left side) and the assessment groups (right side) of the students. The process starts in the working groups and afterwards one representative member will be randomly picked by the teacher to switch group and present their result to the other group.

LTH:s Högskolepedagogiska kompetensutvecklingskurser vinter 2015

Nedan ges en kortfattad information om vinterns olika kurser. Förutom de allmänna högskolepedagogiska översiktskurserna erbjuds även mer praktiknära kurser samt individuella fördjupningskurser med förhoppningen att kunna möta intressemångfalden bland LTH:s lärare. För utförligare information (kurstider, ansökningsdatum, med mera) hänvisas till Genombrottets hemsida http://www.lth.se/genombrottet/, där det också finns information om kurser av andra kursgivare öppna för LTH-lärare.

Högskolepedagogisk introduktionskurs (2v)

Kursen riktar sig främst till doktorander och nyanställda lärare och är en valbar kurs inom den behörighetsgivande högskolepedagogiska utbildningen, samt inom forskarutbildningen vid LTH. Kursen ger en introduktion till högskolepedagogik och aktuell forskning inom området. Många kursmoment bygger på deltagarnas egna erfarenheter, som knyts till pedagogisk teori. Studenters lärande och situation,

examinationens betydelse och mekanismer, olika undervisningsmetoder, kommunikation och lärarens roll är exempel på områden som behandlas under veckan. Kursen syftar till att introducera deltagarna i ett tänkande kring universitetspedagogiska frågor och därmed öka deras förmåga att fatta beslut i undervisningen som gagnar alla studenters lärande. Kursen syftar också till att ge deltagarna en pedagogisk grund att bygga vidare på i deras arbete som lärare vid LTH. Sista ansökningsdag är 15 november 2015 och kursen startar 14 december 2015.

Projektbaserad kollegiekurs (2v)

Projektbaserad kollegiekurs är en valbar kurs inom den behörighetsgivande högskolepedagogiska utbildningen vid LTH och vänder sig främst till grupper av lärare som delar samma pedagogiska sammanhang. Kursen ges på förfrågan i samarbete med den organisatoriska enhet där deltagarna delar det pedagogiska sammanhanget. Kursen syftar till

att ge en grupp lärare, som delar ett socialt sammanhang (ämne, avdelning, etcetera), möjlighet att tillsammans fördjupa sig i för dem relevanta pedagogiska frågeställningar. Kursens huvuddel är ett projektarbete, som i normalfallet genomförs i grupp och som behandlar en för deltagarna relevant pedagogisk frågeställning. Projekten rapporteras skriftligt och muntligt inom kursen. Rapporten skall hålla en sådan kvalitet att den kan läsas av andra lärare inom Lund universitet. Förutom projektet ges inom kursen ett antal schemalagda seminarier, vars huvudsyfte är att stödja arbetet med rapporten. Litteraturstudier relevanta för projektet tillkommer.

Workshop - Den pedagogiska portföljen (1v)

Att presentera och bedöma pedagogiska meriter med hjälp av en pedagogisk portfölj är en etablerad och genom forskning väl utvärderad metod. I den pedagogiska portföljen belyser och beskriver läraren sin kompetens framför allt genom en kritiskt reflekterande analys av exempel hämtade från den egna praktiken. Att skriva en pedagogisk portfölj bör vara en fortlöpande och integrerad del av arbetet som universitetslärare. På så sätt kommer portföljen att bli ett levande dokument som i hög grad bidrar till den professionella pedagogiska utvecklingen. Denna workshop ges som stöd för lärare som vill utveckla sin förmåga att reflektera över sin pedagogiska gärning i utvecklings- och/eller meriteringssyfte. Kursen stödjer erfarenhetsutbyte mellan deltagarna i form av diskussioner och reflektioner och baseras på material från relevant forskning. Förkunskapskravet är att man har genomgått någon högskolepedagogisk översiktskurs eller motsvarande (till exempel LTH:s Högskolepedagogiska introduktions- eller inspirationskurs). Sista ansökningsdag är 8 november 2015 och kursen startar 16 november 2015.

Handledning i teori och praktik (2v)

Kursen vänder sig både till doktorander och till seniora lärare som handleder studenter på grundnivå och som vill lära sig mer om hur man som handledare kan stödja studenters lärande. Syftet med kursen är att ge deltagarna en ökad förståelse för och kunskap om handledningens betydelse för studenters lärande inom högre utbildning. Kursen utgår ifrån den kompetens som deltagarna själva har utvecklat genom sina professionella erfarenheter av att handleda studenter inom projekt- och examensarbeten. Olika aspekter av handledning kommer därför att diskuteras utifrån såväl teoretiska som praktiska perspektiv. Sista ansökningsdag är 4 januari 2016 och kursen startar 12 januari 2016.

Den goda föreläsningen (2v eller 3v)

Kursen riktar sig främst till lärare med föreläsningserfarenhet och helst skall deltagarna också ha egna föreläsningar under den tid som kursen går. Vid fler sökande än platser på kursen prioriteras dessa personer. Kursen tar upp föroch nackdelar med föreläsningar som undervisningsform, samt ett antal konkreta metoder för hur föreläsningar kan genomföras och utvärderas. Syftet är att deltagarna efter kursen skall ha fördjupat sin förståelse för undervisningsformen och dessutom praktiskt arbetat med att utveckla sina egna föreläsningar. Kursen stödjer erfarenhetsutbyte mellan deltagarna i form av auskultationer med mera. Sista ansökningsdag är 20 januari 2016 och kursen startar 3 februari 2016.

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

Ideas for Teaching and Learning in Higher Education is an elective course of the qualifying programme in teaching and learning in higher education at LTH. The course provides an overview of teaching and learning in higher education and is intended for lecturers with some years of teaching experience and lecturers who are or have acted as course directors. The main part of the course consists of a project where the participants together develop a course or immerse themselves in an educational issue that is relevant to their practice as teachers. The project is reported in writing and should relate to relevant educational research and is also made available to all teachers at LTH. The course also consists of seminars about theories of student learning, discussion of teaching design, practical teaching, examination and evaluation of teaching. Course content is also related to formal regulations on teaching and approaches to these. Last day to register February 5 2016, course start February 29 2016.

Introduction to Teaching and Learning in Higher Education (2v)

As a PhD student or a new teacher at LTH you are invited to Introduction to Teaching and Learning in Higher Education (this course is equivalent to the course Högskolepedagogisk introduktionskurs but given in english). This course introduces you to current concepts of teaching and learning in higher education in order to develop your ability to improve student learning. The course provides an introduction for your further professional development as a university teacher. It is focused on students and their situation including students with special needs, the role of the teacher and his/her professional development, learning as a cognitive process, different teaching methods and their effect on students learning, assessment and its impact on students learning, evaluation at different levels, communication and pedagogical qualifications for teachers in higher education. Last day to register February 7 2016, course start March 7 2016.

Readership Course - Docentkurs (3v)

The Readership Course is a course in preparation for appointment as a reader (docent) at LTH as well as a qualifying course in teaching and learning in higher education at LTH. The course addresses topics of relevance for a future reader at LTH, such as research supervision, third-cycle studies (doctoral education), academic conduct, scholarly standards and assessment of PhD candidates. The aim of the course is thus to prepare a future reader for the functions of a research supervisor, researcher and faculty examiner/member of examining committees at LTH. The course includes components on the formal aspects of research supervision, the processes of research supervision, development of third-cycle studies, academic conduct, good scholarship, development of research teams and assessment at dissertations. Last day to register January 11 2016, course start February 3 2016.

Ämnesdidaktik (2v eller 4v)

Ämnesdidaktik är en valbar kurs inom den behörighetsgivande högskolepedagogiska utbildningen. Kursens syfte är att introducera deltagarna i vetenskapliga metoder för att bättre kunna analysera och tolka studenternas lärande och kunskapsbildning i det egna ämnet. Deltagarna genomför ett mindre projekt kring undervisningen i det egna ämnet med syftet att öka kunskapen och förståelsen om studenternas lärande i det specifika ämnet. Kursdeltagarna bör också tillägna sig ökad kunskap om hur olika undervisningsmetoder stärker studenternas lärandeprocess. Undervisningen bygger på deltagarnas aktiva deltagande och interaktion inom kursens olika moment. Kursen utgörs av föreläsningar, gruppdiskussioner och projektarbete. Kursdeltagarna kan välja att utföra ett mer omfattande projektarbete som redovisas vid ett slutseminarium, samt i form av ett seminarium på den egna institutionen. Sista ansökningsdag är 4 januari 2016 och kursen startar 14 januari 2016.

Communicating Science (3v)

Communicating Science is an elective course of the qualifying programme in teaching and learning in higher education and of third-cycle studies at LTH. The aim of the course is to prepare doctoral students and teaching staff at LTH for situations requiring communication of science. Apart from lectures, the course consists of practical and individual exercises followed by group discussions and analysis. The exercises in rhetoric take the form of role play and group discussions. The course includes components such as techniques of scientific presentation skills and feedback, voice and speech, poster presentations, rhetoric and the writing of popular science. This course has replaced the two former courses Kommunikationsteknik and Spoken Technical Communication and is given in English. Last day to register is February 22 2016 and the course starts March 21 2016.

Kom ihåg

Ansökan till LTH:s pedagogiska akademi 2016 lämnas in senast den 31 januari 2016.

LTH inbjuder sina lärare att ansöka om att få sina pedagogiska meriter bedömda och bli antagna till LTHs Pedagogiska Akademi. Alla antagna lärare erhåller den pedagogiska kompetensgraden Excellent Teaching Practitioner (ETP) och en omedelbar löneökning. Dessutom erhåller de institutioner där dessa lärare verkar en ökad tilldelning. Ansökningar kan lämnas in när som helst under året. Det kommer endast att finnas en bedömningsomgång per år och ansökningar måste lämnas in senast den 31 januari för att bedömas under innevarande år, se http://www.lth.se/genombrottet/lths-pedagogiska-akademi/ för ytterligare information. Ansökningar lämnas in elektroniskt (i pdf-format) via epost till Thomas.Olsson@genombrottet.lth.se

UTVECKLINGS-KONFERENS 15
PEDAGOGISK UTVECKLING VID LU
26 NOVEMBER 2015

Kontakt

Anders.Ahlberg@genombrottet.lth.se, 046-2227155
Mattias.Alveteg@chemeng.lth.se, 046-2223627
Roy.Andersson@cs.lth.se, 046-2224907
Jennifer.Lofgreen@genombrottet.lth.se, 046-222 04 48
Kristina.Nilsson@mek.lth.se, 046-2223455
Thomas.Olsson@genombrottet.lth.se, 046-2227690
Linda.Price@open.ac.uk
Torgny.Roxa@genombrottet.lth.se, 046-2229448

Hemsida: www.lth.se/genombrottet

Ingrid.Svensson@bme.lth.se, 046-2227525
Lisbeth.Tempte@kansli.lth.se, 046-2223122 (kursanmälan)

Redaktion: Kristina Nilsson
epost: Kristina.Nilsson@mek.lth.se
telefon: 046-222 15 02

LUNDS UNIVERSITET
Lunds Tekniska Högskola