



GÖTEBORGS
UNIVERSITET

PEDAGOGICAL IDEAS PROGRAMME AT THE UNIVERSITY OF GOTHENBURG



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FOREWORD

Higher education is evolving. Widening participation, heterogeneous student groups, labour market links, internationalisation and increased web-based teaching represent examples of challenges that are changing in part the demands imposed on higher education.

The *European Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG) were adopted to ensure good quality education at a European level. This document provides guidelines for quality systems at higher education institutions. ESG emphasises that learning should be student-centred and similarly that teaching should be structured so that students play an active role in the learning process. The Pedagogical Ideas Programme at the University of Gothenburg is linked to the policy formulated at a European level and provides guidance for implementing the *Policy for Pedagogical Development* (Dnr V 2015/754).

The cohesive environments within the University of Gothenburg, where research and teaching interact with student learning, provide good opportunities for both creating and maintaining high-quality education. The university-wide Pedagogical Ideas Programme means that issues relating to teaching and learning in higher education have a set place on our agenda, within the framework of our cohesive environments, in line with Vision 2020. This represents an expression of the University of Gothenburg's desire to focus on teaching and student learning, inspire critical discussion about the university as a learning environment and also enhance the visibility of and value the knowledge and commitment of teachers in respect of our pedagogical development work.

Our hope is that the Pedagogical Ideas Programme will be of assistance through providing us with a good starting point for constructive discussions within the university as a whole relating to the development of teaching and learning in higher education at the University of Gothenburg.

Pam Fredman (Vice-Chancellor) and Mette Sandoff (Assistant Vice-Chancellor)

INTRODUCTION

The *Pedagogical Ideas Programme* document is intended for everyone working and studying at the University of Gothenburg. The purpose of the Programme is to provide guidance for implementing the steering document *Policy for Pedagogical Development* (Dnr V 2015/754). The Programme formulates a university-wide pedagogical approach, provides a background and research context for ideas relating to student-centred learning and the significance of the learning environment, and also provides support for our pedagogical development work.

The Policy for Pedagogical Development points the way forward and formulates expectations and target goals for pedagogical development. In these respects it is binding, though the policy cannot, by definition, govern in detail how each individual activity is to support our endeavours to move in the appropriate direction, attempt to fulfil our defined expectations and achieve the target goals set. At a large and broad-based university, covering everything from artistic to medical courses and study programmes, pursuing activities in the form of study programmes and single-subject courses and accommodating both professional education and training and general courses and study programmes, account needs to be taken of the fact that the different kinds of course and study programme are pursued on the basis of their specific preconditions. Teaching, education and didactics necessarily assume different profiles depending on subject. This in its turn means that a pedagogical ideas programme to support compliance with the Policy needs to take account of diversity within educational activities at the university, while it should at the same time be possible for everyone to make use of the Programme.

A critical approach to the prevailing teaching practice is of great importance for a programme of change aimed at strengthening the opportunities for learning. It is crucial that everyone involved in education and teaching critically reflects on how they approach and treat people and also seeks to make their own positions and expectations of each other visible in order to create an equal and equivalent learning environment.

Process

In 2013 the Board of Education gave the Unit for Pedagogical Development and Interactive Learning (PIL) a mandate to produce a university-wide Pedagogical Ideas Programme. The project represents a step in the work relating to Vision 2020 and is one of the measures identified by the vision document to stimulate good pedagogical environments and achieve our aim of pedagogical excellence. Work on the project started in the late autumn of 2013 and continued through 2014 and the first half of 2015. The process was distinguished by collegial and broad cooperation including varied forms of student influence and was concluded with an internal university document that was circulated for comment in the spring of 2015. A detailed account of the process can be found on PIL's website.¹ This work resulted in a *Policy for Pedagogical Development* (Dnr V 2015/754) together with a supporting document entitled *Pedagogical Ideas Programme at the University of Gothenburg*.

Who is this for and what is the context?

The Programme is intended for all levels of education – first-, second- and third-cycle levels. The Programme may also be used to develop competence and activities with a view to identifying and initiating pedagogic development work at different levels of our organisation. Teaching staff and course coordinators at department level are expected when developing courses and study programmes to base their approach on the document and do so in conjunction with student dialogue. Faculty management may find it beneficial to use it during dialogue and when sharing experience between departments. The Programme should also be seen as guidance for the work to design and develop teaching premises,

¹ <http://pil.gu.se/projekt/pedagogiskt-program>

support activities and the education organisation. The Student Unions can also use the Pedagogical Ideas Programme in dialogue with their members. The university-wide Pedagogical Academy and the Network for Education Coordinators use the Programme as a basis for thematising and structuring discussions across faculty, department and subject boundaries.

The designation *student* in this document includes research students. The designation *teacher* relates to all teaching staff, including research students who teach. This document thus has a secondary meaning for research students, who may consequently need to adopt different positions when reading the text.

Responsibility

Pedagogical development is a collective responsibility. This responsibility includes many different categories of staff/function and is a management responsibility. The responsibility thus does not rest solely on the shoulders of individual teachers. People at all levels of the University of Gothenburg (i.e. university-wide level, faculty or equivalent and department or equivalent level) need to assume their part of the responsibility to enable the ambitions of the Pedagogical Ideas Programme to become a reality. The Programme is to be followed up at all levels of the organisation: at department, faculty and university-wide level.

In the event that an activity considers that initiatives at a different level to their own are required to enable the university as a whole to achieve the ambitions expressed by the Programme, the activity in question is obliged to indicate the needs required to the appropriate level. The Board of Education is responsible for any future revisions of this document.

Structure

There are two parts to this Pedagogical Ideas Programme at the University of Gothenburg: the first part develops concepts relating to student-centred learning and the importance of the learning environment by placing them in a relevant research context; the second part represents guidance for initiating processes aimed at strengthening the student-centred perspective in teaching and education. This part focuses on the university management's expectations concerning our education activities and their various stakeholders with respect to pedagogical development.

PART 1

A UNIVERSITY-WIDE PEDAGOGICAL APPROACH

Teaching and education centred on knowledge and student learning

A university is a place where learning takes place through both research and teaching, and where education rests on scientific/artistic foundations in both content and form. The objective is for teaching to be intellectually challenging and pursued in a way that stimulates and supports student learning.

The students and a student-centre perspective have a given place at a university that has a strong educational tradition and breadth, not least owing to its professional education and training. The main thrust of the student-centred perspective is that the objectives, structure and outcome of teaching focus on the students' need for knowledge. There have been a number of changes within the policy area, research relating to higher education and within student union work that have promoted this shift towards greater consideration being taken of student needs and learning. This is associated with changes in societal demands for knowledge renewal, and similarly interdisciplinary and lifelong learning, but also with a more individual-oriented perspective having had an impact within education. More heterogeneous student groups combined with initiatives for widening participation and internationalisation help to make the demands for varied, alternative and web-based types of instruction and examination formats becoming increasingly critical for the students' learning and their opportunities of participating in higher education on equal terms.

Research into learning indicates that students who not only have an approach to learning focussing on the surface but who achieve deeper learning, including an ability to see links, adopt a critical approach, etc., also achieve better study results.² Teaching that offers fora for interaction, discussions, intellectual challenges as well as support and continual feedback/assessment by teachers at the right time is considered to support such learning.³ Types of instruction and examination formats that stimulate activity, involvement and self-reflection play a key role considering the objectives of the education and the students' capacity for learning.

The term 'learning' also emphasises a process through which the understanding of the matter being studied is enhanced and thereby changed. With this the student has an active role as co-creator of the learning process, and knowledge is formed in the interaction between the students themselves and the interaction between the teachers and students.⁴ A precondition for this is mutual respect within teacher-student and student-student relationships. An emphasis on the term 'learning' also leads to expectations for students to assume their own responsibility for becoming involved and assuming an active role in the learning process, with the help and support of teachers and other students. Student learning can be stimulated and study results thereby improved by making students aware of the shared responsibility that teachers and students have for the learning process.⁵

There are risks associated with an emphasis on learning within higher education. This may result in the perception of the teacher's role being limited to a person who facilitates the student's learning process,

² Marton, Ference och Roger Säljö. 1997. 'Approaches to learning' I F. Marton, D. Hounsell and N. Entwistle, *The Experience of Learning*. Edinburgh: Scottish Academic Press.

³ Ramsden, Paul. 2003. *Learning to teach in higher education, 2nd Edition*. RoutledgeFalmer, London and New York.

⁴ Appel, M. and Bergenheim, Å. 2005. *Reflekterande forskarhandledning. Om samarbetet mellan handledare och doktorand* [Reflective research supervision. About the cooperation between supervisors and doctoral students]. Lund: Studentlitteratur.

⁵ See, e.g., Jeremy J. Sierra. 2010. Shared responsibility and student learning: ensuring a favourable educational experience, in *Journal of Marketing Education*. Volume 32, Number 1, pp. 104-111.

thus reducing the value of the teacher's expert knowledge in a particular subject.⁶ The implications of the teacher's view on knowledge and teaching in respect of the students learning processes is consequently a growing field for research. A teacher's approach to their own knowledge area and teaching plays a critical role in student learning⁷ as does a teacher's perception of academic leadership.⁸

The university's learning environment

The term 'learning environment' (Sw. *lärmiljö* or *lärandemiljö*) has become increasingly important as regards the formulation of policies for higher education both nationally and internationally.⁹ A considerable amount of research has been carried out in parallel with this development relating to the importance of learning environments to student learning. The research literature presents a number of different ways of defining what a learning environment is/may be. There are an increasing number of studies illustrating different aspects of learning environments and relating these to desired effects on students' learning outcomes and throughput, active learning and student involvement in their learning, the opportunity for students and teachers to interact with each other and also, more generally, how satisfied students are with their studies.

The Policy for Pedagogical Development emphasises that the learning environment is a key requisite for student learning and the development of knowledge. The learning environment also represents a precondition for a teacher's pedagogical competence development and to enable teachers to pursue a pedagogy centred on student learning. This means that certain expectations may be expressed with respect to what constitutes the learning environment. Learning environments shall be understood to mean a combination of spatial, social/cultural and organisational aspects. In more concrete terms, the learning environment is described on the basis of three perspectives: 1) the physical and virtual room; 2) the competence and development of teachers; and 3) the organisation of supportive structures for teachers and students.

Expectations concerning a room for learning

The design and furnishing of a room heavily influences pedagogical practice, regardless of whether this involves a physical room where students and teachers meet face to face or a virtual room where the interaction takes place digitally and often asynchronously. The design of the physical room may promote or limit the level of interaction between teachers and students and between students, and is also important as regards who can be active in the room.¹⁰ Rooms with flexible solutions mean that it is easier for the teaching to switch from teacher-focused elements to student-focused activities. It is a greater challenge to vary forms of instruction in a room with fixed furniture.

Today it has become increasingly common for teaching on a course to combine activities in a physical room with activities that take place in a virtual room, such as a learning platform, or on other forms of media. Use of technical aids in teaching does not automatically produce more active students or a higher level of interaction between students and between teachers and students. Even if most of today's students are used to dealing with IT in their everyday lives, technology does not in itself mean that students automatically become committed to their studies or assume greater responsibility for their learning. Enabling this to become a reality requires a well thought-out pedagogy with respect to how digital

⁶ Biesta, Gert. 2005. 'Against learning. Reclaiming a language for education in an age of learning'. *Nordisk Pedagogik*, Vol. 25, pp. 54–66. Oslo.

⁷ Trigwell, Keith och Michael Prosser. 2013. 'Qualitative variation in constructive alignment in curriculum design' in *Higher Education*, 67:141-154.

⁸ Ramsden, Paul, Michael Prosser, Keith Trigwell and Elaine Martin. 2007. 'University teachers' experiences of academic leadership and their approaches to teaching' in *Learning and Instruction*, 17, pp. 140-155.

⁹ For an updated research overview of the term 'learning environment' see: Iyad Abualrub, Berit Karseth and Bjørn Stensaker. 2013. 'The various understandings of learning environment in higher education and its quality implications', *Quality in Higher Education*, 19:1, pp. 90-110.

¹⁰ Montgomery, T. 2008. 'Space matters: Experiences in managing static formal learning spaces' in *Active Learning in Higher Education*, 9:2, pp. 122-138 and Jamieson, P. 2003. 'Designing more effective on-campus teaching and learning spaces: A role for academic developers' in *International Journal for Academic Development*, 8:1, pp. 119-133.

resources are integrated into teaching on the basis of the student-centred learning approach. Current research indicates the importance of pedagogy and technology being developed in parallel.¹¹

A lot of student learning is provided at places other than teaching premises, e.g. at libraries or in other public rooms. Students who are able to interact informally with other students on the course and teachers outside the formal teaching situation develop a commitment to their studies and take control of their own learning process.¹² Students also develop social learning through exchange studies, on work placements, in international networks or through field-based training, both locally and internationally. A learning environment that makes it easier for students to develop social networks linked to their education can have positive effects, such as the promotion of a sense of affiliation with the student group and with the wider academic context.

The room also shapes the opportunities for teachers to perform both their pedagogical and research work tasks effectively, to forge social and professional relationships and to exchange information and knowledge between colleagues. This applies both on university premises and in the context of placements.

Expectations concerning scholarship of teaching and learning and collegiality

University teachers play a critical role in the student-centred perspective described here. With the support of the disciplinary foundation of the subject in question, proven experience and pedagogic research, teachers can contribute to problematizing, renewing and changing education initiatives. The term that may be referred to as ‘scholarship of teaching and learning’ includes the same demands for teaching as for research and the collaboration mandate – to communicate, advance and disseminate their knowledge.¹³

It is usual to capture scholarship of teaching and learning in three dimensions.¹⁴ Firstly, the teacher should be able to make pedagogical reflections and considerations, and be able to utilise these in the form of competent action in the teaching situation. Secondly, the teacher should be able to stage learning situations that support the assimilation of certain knowledge, a particular ability or approach, and develop their own practice independently. Thirdly and finally, the teacher should be able to deepen their knowledge of their own practice through theories and perspectives, in a way that is of interest to other teachers and is also open to peer review.

The overall aim of the scholarship approach is to increase the visibility of how teaching facilitates student learning.¹⁵ With such knowledge, university teachers are afforded an opportunity to both develop their understanding of how teaching is best provided within a certain subject or area, and develop a critical approach to teaching and the context in which it is practised. A scholarship approach to teaching generates over time the capacity for critical reflection concerning the norms, values, procedures and rules (both explicit and implicit) that underpin education and teaching practice.

There is also a growing interest in how the scholarship of teaching and learning will increasingly become integrated with knowledge about more open and web-based forms of education and knowledge, and how digital resources can support student learning and more sustainable perspectives, etc., which may also be integrated into all of these dimensions.¹⁶

Scholarship of teaching and learning means that teachers investigate and systematise their pedagogical experiences. For individual teachers, the systematic approach first means that the teacher should be able to increase the visibility of, document, analyse and disseminate their experiences of teaching, including various forms of feedback, from students, colleagues, management, etc. A number of bodies within the university are also currently providing individual teachers with support for this kind of investigative and

¹¹ O’Flaherty and Craig Phillips 2015, Hill *et al.* 2012, Laurillard 2002.

¹² Matthews, Kelly E., Victoria Andrews and Peter Adams. 2011. ‘Social learning spaces and student engagement.’ in *Higher Education Research and Development*, 30:2, pp. 105-120.

¹³ Boyer, E. (1990). *Scholarship reconsidered: priorities of the professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

¹⁴ Kreber, C. (2002). ‘Teaching excellence, teaching expertise, and the scholarship of teaching.’ *Innovative Higher Education*, 27(1), pp. 5-23.

¹⁵ Trigwell, K. & Shale, S. (2004). ‘Student learning and the scholarship of university teaching.’ *Studies in Higher Education*, 29(4), pp. 523-536.

¹⁶ Scanlon, E. (2014). ‘Scholarship in the digital age: Open educational resources, publication and public engagement.’ *British Journal of Educational Technology*, 45(1), 12-23.

systematic work. This support includes reviewing pedagogical proficiency and quality in various ways (through pedagogical courses, pedagogical prizes, pedagogical excellence, etc.).

A peer review can be conducted with various levels of formality and in relation to different backgrounds. Different options can be applied; everything from spontaneous discussions relating to a problem that arises when examination formats need to be renewed, to a review by teaching staff of an approach or progression relating to specific components, to attendance at course or study programme conferences, audit procedures or evaluations. The more formal forms may well include clear guidelines, criteria for the review and follow-up tools. In that way they constitute part of systematic quality work produced at a more general level, e.g. department management/study programme board, faculty management.

Teachers need to set time aside for both scientific/artistic work and for reflection, systematic follow-up and development of their pedagogical practice to develop scholarship of teaching and learning as described here. Likewise, teachers and management need scope to jointly review and be able to reconsider the teaching traditions, routines, norms and power relationships that characterise pedagogical work. Another precondition is that fora are required for sharing experiences and knowledge between teachers, e.g. through working parties, pedagogical seminar activities, continuing professional education or through various forms of collegial feedback. The head of a department is responsible for creating, maintaining and developing these opportunities for teachers and teaching staff.

Expectations concerning the education organisation, administration and management

The course syllabus and the local study rules are core governing documents for a course. An important purpose of these is to ensure the students' legal security and equal treatment. The course syllabus also denotes through headings such as *learning outcomes*, *course content*, *forms of teaching*, *grades* and *course evaluation* that these elements are linked to each other in a specific way on the course. However, the wording of course syllabuses are generally brief and precise and do not specify the pedagogical factors taken into account when planning the course. Information about the pedagogical planning, more detailed instructions about what expectations teachers and course management have of students and what expectations students may have of teachers and course management should therefore be made available. The clearer the picture of *what* students are expected to do, *how* they are expected to do this, *when* they are expected to do various things and *why* they are expected to do this, the more secure they become, enabling them to fully engage in the learning process.

Student and education administration services as well as various kinds of support function intended for students, such as language supervision, study and career guidance, the University Library and support services for students with disabilities comprise in many contexts an important link between students and teachers, course coordinators and programme coordinators. These may therefore help to reduce the distance between different units and activities.¹⁷ When administrative functions and teachers cooperate, and do so with a focus on student learning, this improves the opportunities of students to enjoy the benefits of the support functions offered. This creates a feeling of affiliation with the learning environment that has a positive impact on learning outcomes.

Digital support systems play an increasingly important role in the everyday lives of students, administrators and teachers. The need for accessible information is increasingly being satisfied by digital systems and technical equipment, and both teachers and students deal with a large number of such systems, both within and outside the teaching situation. It is consequently manifestly obvious that the functions of the digital resources are to be structured as a pedagogical support for active learning and interaction and that they must also be adapted to the needs of the user. This requires a smooth running and accessible service and support.

¹⁷ Del Favero, Marietta. 2009. 'Linking Administrative Behaviour and Student Learning: The Learning Centered Academic Unit' in *Peabody Journal of Education*, 77:3, pp. 60-84.

Accountability at all levels of management is crucial for making the student-centred perspective an integral part of education, organisation and administration.¹⁸ The desire of individual teachers to develop their pedagogy represents an important precondition. Research relating to pedagogic leadership within higher education is still fairly limited, but up until now the results unanimously stress the importance of management recognising the value of pedagogical development for both teachers and students.¹⁹ The strategic work with pedagogical competence development makes a great contribution to the improvement of teaching. The kind of management culture that prevails thus plays a major role in the pedagogical programme of change being pursued.²⁰

Expectations concerning student responsibility

University education links studies and research by resting on scientific/artistic grounds. Explaining this link to students deepens the knowledge of students and the legitimacy of the education is underpinned. University studies entail major differences compared with preceding studies. Students are expected to assume a significant responsibility for their own learning process and are expected to improve, seek and provide knowledge together with others as well as being expected to challenge their pre-understanding of concepts and knowledge of the world. Students are also expected in the course of their education to develop their ability to independently both seek and produce new knowledge, which is also emphasised through the Higher Education Ordinance's requirements in respect of individual degree projects in order to be awarded a degree at the level of education involved.

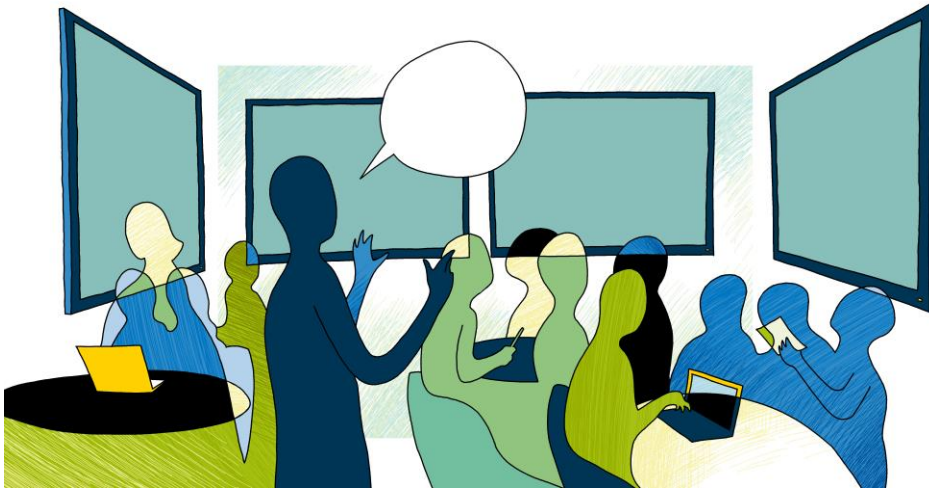
¹⁸ See Elmgren, M., Forsberg, E., Lindberg-Sand, Å. & Sonesson, A. 2014. *Ledning för kvalitet i forskarutbildningen* [Guidance for quality in doctoral studies]. SUHF's report series and Laksov, Bolander K., Kettis, Å., Alexandersson, M. 2014. *Ledning för kvalitet i undervisning på grundnivå och avancerad nivå* [Guidance for quality in first- and second-cycle studies]. SUHF's report series.

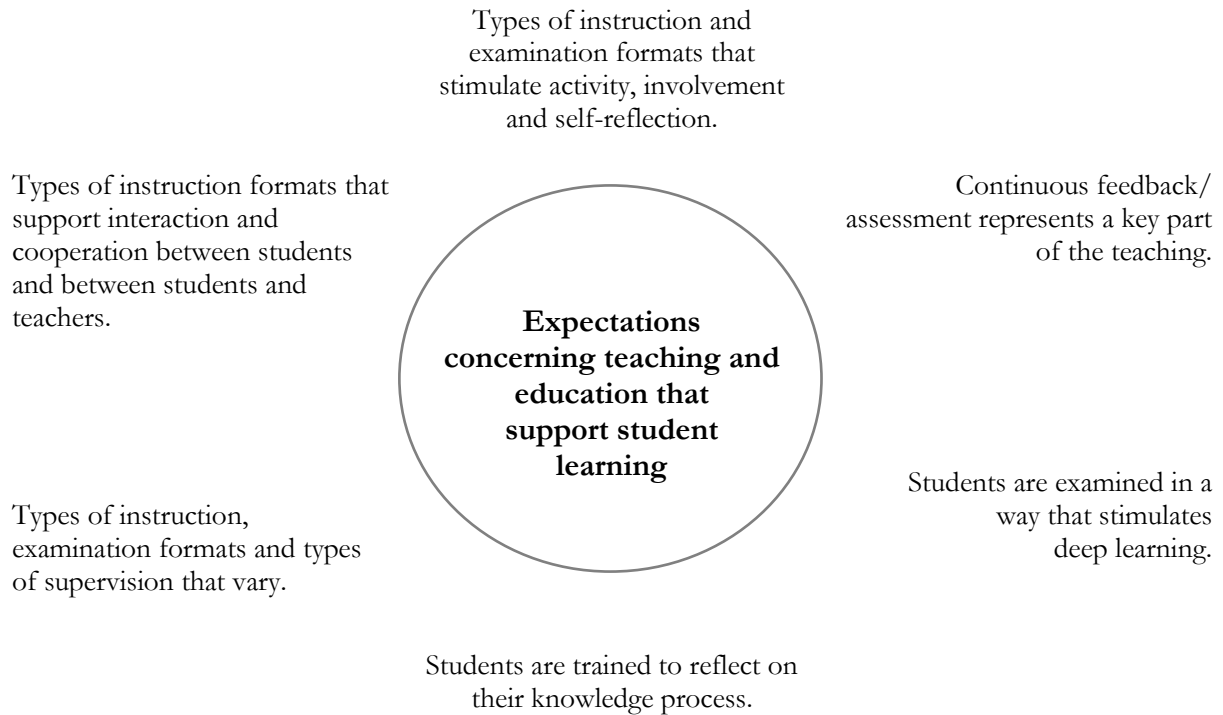
¹⁹ Gibbs, Graham. 2013. 'Reflections on the changing nature of educational development', *International Journal of Academic Development*. 18:1, pp. 4-13.

²⁰ Knight, Peter T. & Trowler, Paul R. (2000) 'Department-level Cultures and the Improvement of Learning and Teaching' in *Studies in Higher Education*, 25:1, pp. 69- 83.

PART 2

SUPPORT FOR DEVELOPMENT OF TEACHING AND LEARNING IN HIGHER EDUCATION

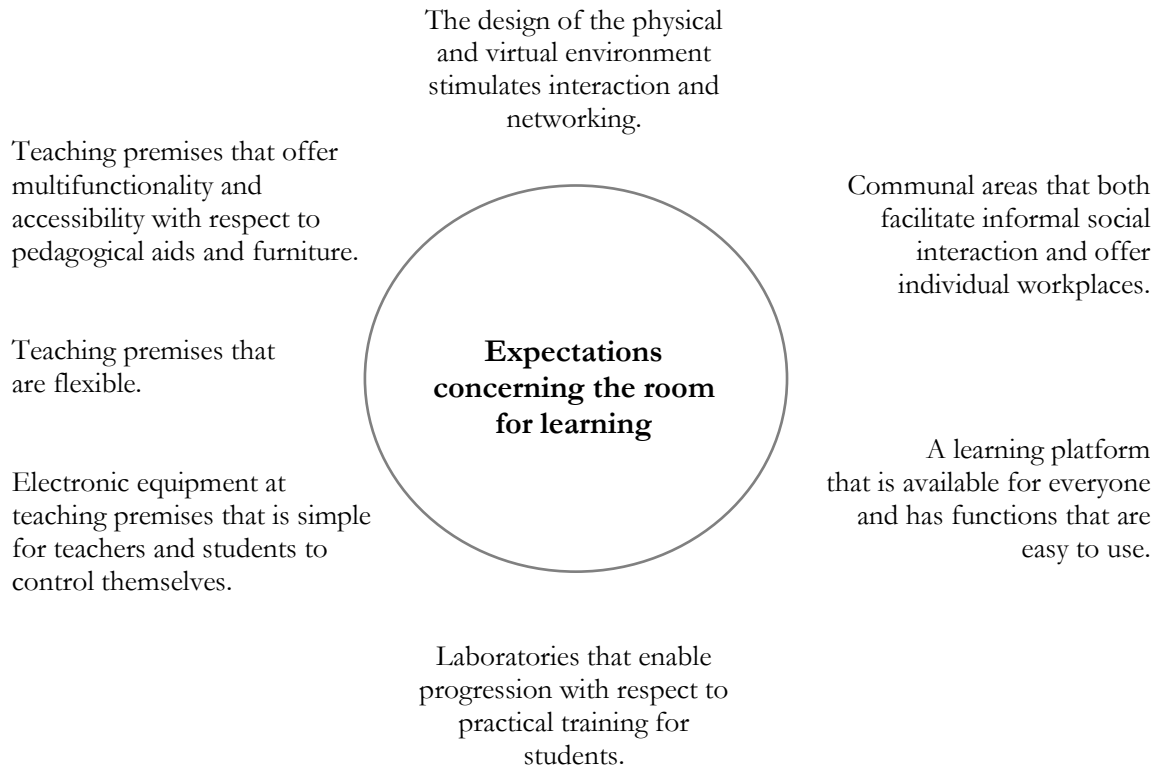




Issues for discussion

- What are the most common types of instruction formats at the department/corresponding? Why are these most common?
- What does the progression in education look like with respect to variations in types of instruction and examination formats?
- What different forms of feedback/assessment exist in courses/study programmes?
- How do we know that the teaching is inclusive?
- How do we know that the students achieve deep learning?
- How do we know that the students are developing a reflective approach to their own knowledge?

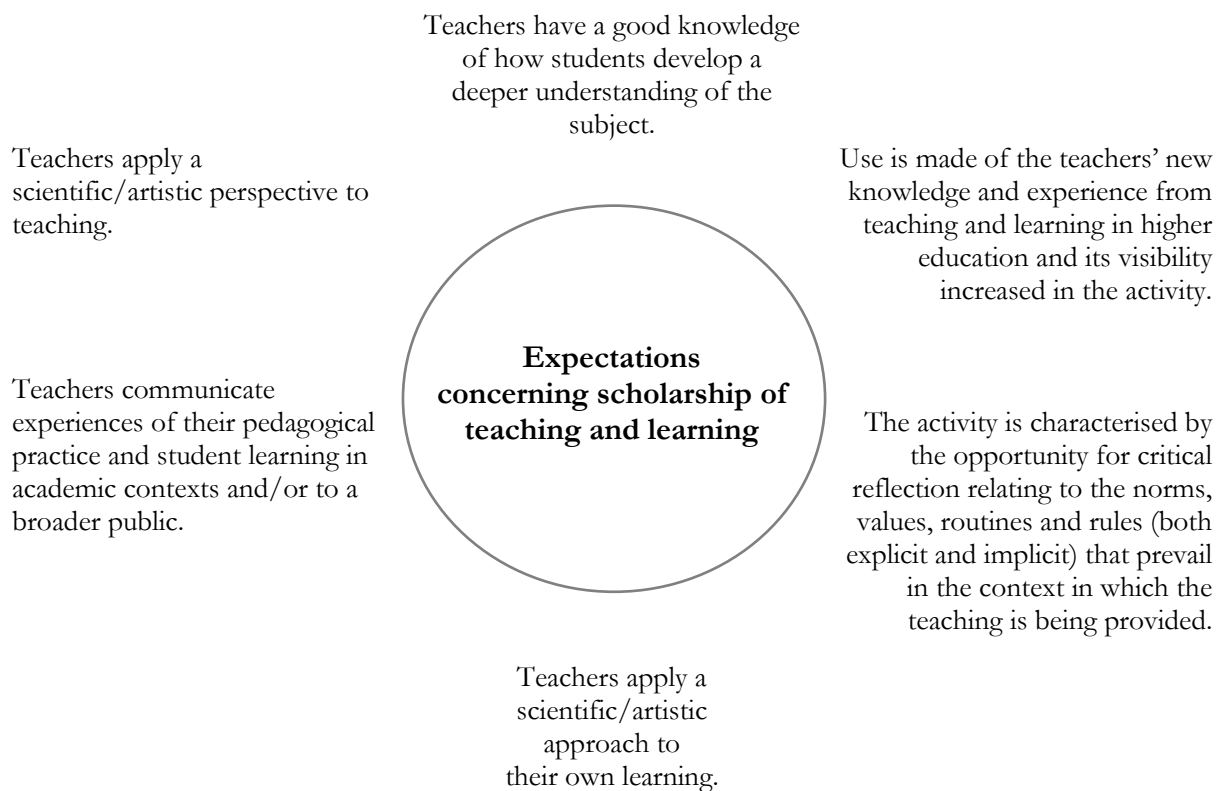
Own questions for further discussion:



Issues for discussion

- To what extent are the physical teaching premises compatible with student-centred learning and accessibility principles? What are the opportunities and limitations at the existing facilities?
- How would the physical teaching premises need to be designed to support teaching centred on student learning?
- In what way do digital resources support student-centred teaching?
- How are digital resources currently integrated into the teaching? What needs to be developed?
- How can informal interaction between students, teachers and administrative staff be supported?

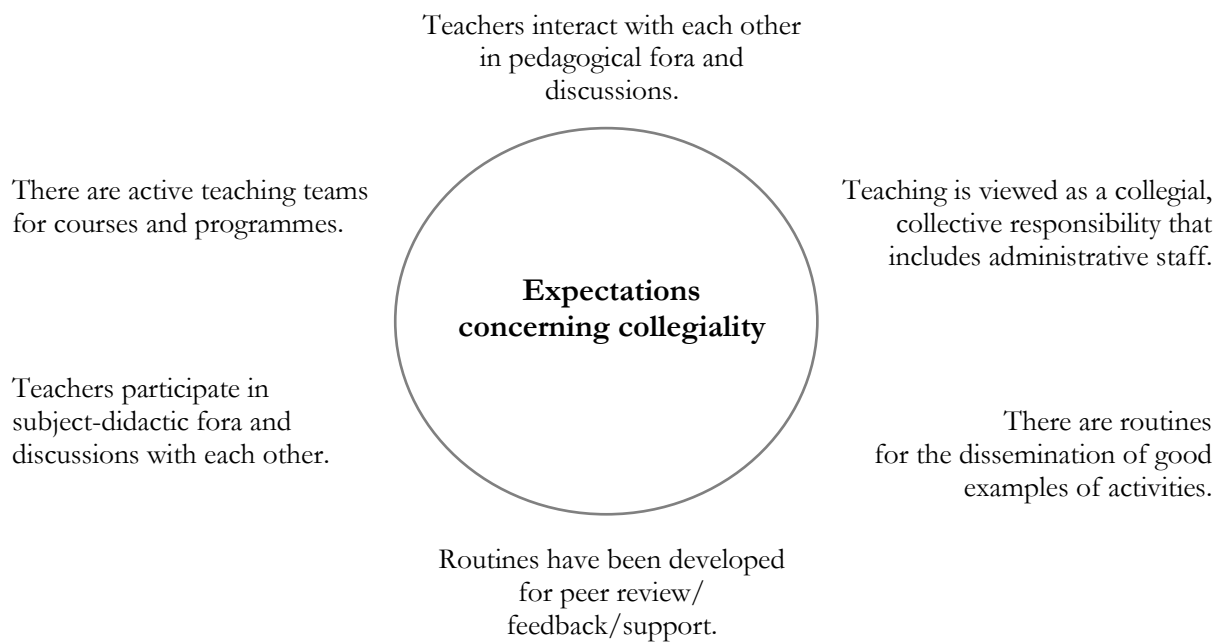
Own questions for further discussion:



Issues for discussion

- What are the prevailing teaching traditions within the activity? How can these traditions be explained?
- What do the teachers require to enable them to work in an investigative and systematic way in relation to student learning?
- What support structures are available in the activity? What needs to be developed?
- How can reflection in respect of prevailing norms and values relating to knowledge, teaching and power relationships be initiated, developed, facilitated in the activity?
- What fora for subject-didactic discussions are available/required?

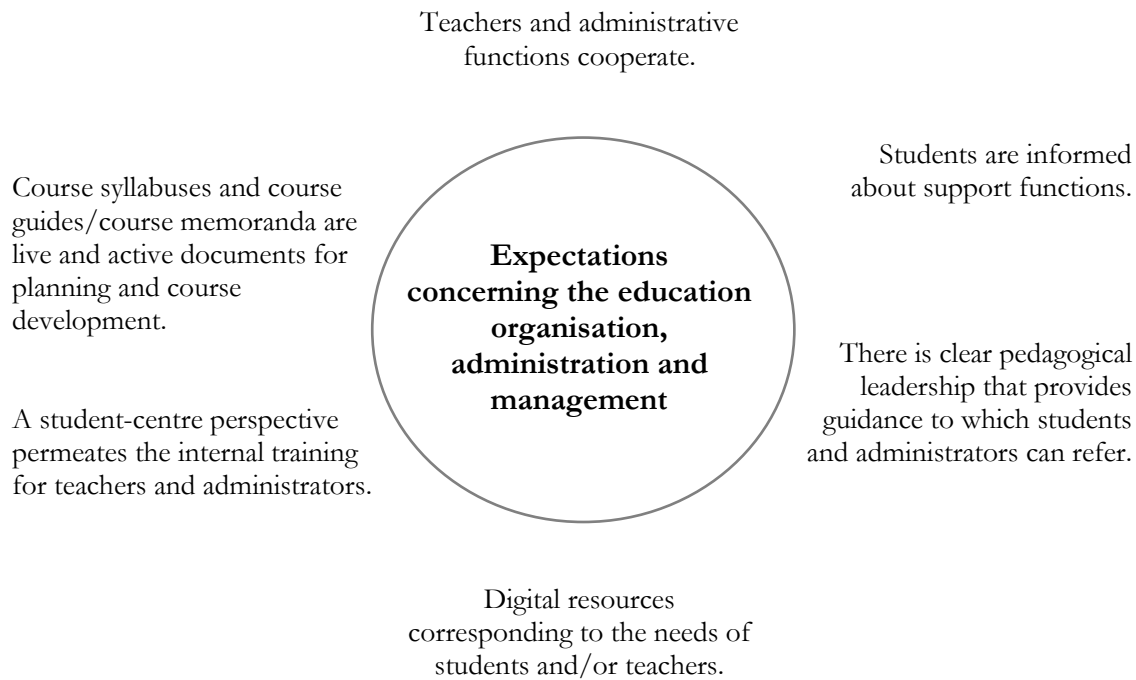
Own questions for further discussion:



Issues for discussion

- What do colleagues know about each other's pedagogical practices?
- What forms for pedagogical discussions exist/would be required in the activity?
- What are the collegial forms for cooperation in courses and study programmes?
- In what way are experiences and good examples disseminated in the activity?
- What forms of systematic peer feedback are available/would be required?

Own questions for further discussion:



Issues for discussion

- When and how are the expectations that students and teachers may have of each other communicated?
- What management functions for education and pedagogical development are available/would be required?
- What routines and forms for information about student support functions are available in the activity? Which functions are responsible for this?
- What experiences are there relating to cooperation between administrative functions and teachers? What can be developed?
- How is the focus on student learning shown when planning and developing administration and the education organisation?

Own questions for further discussion:

Teachers are afforded an opportunity for continuing pedagogical professional development.

Teachers are provided with the necessary prerequisites for pedagogical and scientific/artistic competence development.

Use is made of the teachers' new knowledge and experiences from teaching and learning in higher education and its visibility increased in the activity.

Implementation of an investigative and systematic working method relating to student learning requires a well-thought-out management strategy and knowledge of the conditions prevailing in one's own environment.



There is clear pedagogical leadership to which teachers can refer for guidance.

Attention is drawn to the teacher's pedagogical qualifications and development in personal development reviews.

Issues for discussion


- How is the pedagogical development work organised in the activity? What routines exist/would be required?
- What management functions for education and pedagogical development are available/would be required?
- What preconditions for pedagogical and scientific/artistic competence development do the teachers have?
- How is pedagogical development evaluated by the management?

Own questions for further discussion:

Students who develop intellectual independence.

Students who assume responsibility for their own learning process

Students who cooperate and learn from each other.



Expectations concerning student responsibility

Students who take an active role in teaching.

Students who seek and develop knowledge.

Issues for discussion

- How are students introduced to university studies?
- What are the teachers' expectations in terms of student responsibility? How are these communicated to students on a course/study programme?
- What are the teachers' expectations in terms of progression in students' intellectual independence? How are these expectations communicated?
- How are students trained in various ways for this?

Own questions for further discussion: