Bidrag från universitetspedagogisk konferens 2022

Red. Niklas Jakobsson & Carina Vikström

Bidrag från universitetspedagogisk konferens 2022

Red. Niklas Jakobsson & Carina Vikström

Universitetspedagogiska enheten Karlstads universitet

RAPPORT | NR 2023:1

Utveckling av undervisning och examination i högre utbildning

Bidrag från universitetspedagogisk konferens 2022

Red. Niklas Jakobsson & Carina Vikström

RAPPORT | NR 2023:1

Utveckling av undervisning och examination i högre utbildning

urn:nbn:se:kau:diva-31986

ISBN 978-91-7867-404-6 (tryck)

ISBN 978-91-7867-405-3 (pdf)

© Författarna

Distribution:
Karlstads universitet
Universitetspedagogiska enheten
651 88 Karlstad
054 700 10 00

Tryck: Universitetstryckeriet, Karlstad 2023

WWW.KAU.SE

INNEHÅLL

INLEDNING
Niklas Jakobsson och Carina Vikström *s.5*

FROM WRITTEN ASSIGNMENTS TO CLIMATE CHALLENGES
Jenni Koivisto *s.7*

THE POWER OF LIVE ANONYMOUS FEEDBACK
Ala Sarah Alaqra *s.21*

DOKUMENTKAMERA ELLER SKRIVPLATTA 2.0
Katharina Rahnert & Niklas Jakobsson *s.39*

SAMSKAPANDE UNDERVISNING FÖR LIVSLÅNGT LÄRANDE
Charlotta Andersson, Pernille K Andersson, Carolina Camén & Jenny Karlsson *s.49*

ATT INTRODUCERA SKAPANDET AV SPEL SOM EXAMINATIONSUPPGIFT
Peter Bellström, Pierre Sjöberg & Alexander Vestin s.65

MEDIERS ROLL VID LÄRANDE OM VETENSKAPLIG METOD
Carolina Camén & Jenny Karlsson s.83

ENKLA FRÅGOR FÖR ATT MINNAS MER
John Johansson s.97

The power of live anonymous feedback

There are no stupid questions, only spammy ones.

Ala Sarah Alaqra

Summary

This chapter demonstrates the power of live anonymous feedback in aiding students' engagement in the classroom. I present the positive effects of using Zoom and Mentimeter on a relatively large group of students, approximately 90 students. The use of these tools facilitated communication for conveying information, live feedback, and peer learning. In addition, I note the positive consequences of using these technologies where anonymity is in place. During the lecture presentation, some questions were dynamically modified based on students' responses. I highlight the role of anonymity as an encouraging and facilitating aspect for students to contribute their responses. The highlighted points of anonymous feedback are the opportunity to have an equal chance of participation, encouraging and empowering students to voice their questions and opinions, no matter how small and trivial, and enabling discussions and interactions among and with students. In addition, the anonymity of students in the classroom allowed the breaking of interpersonal barriers, as there were no stupid questions, only spammy ones.

Live anonymous feedback

For each course, there are learning outcomes to be achieved upon completion of the course. Teaching and assessment are often considered mutually exclusive activities, with lectures and examinations viewed as separate components. However, that border becomes less tangible during learning activities where the assessment of comprehension is subtly done through discussions. In all cases, communication is essential for learning, and feedback is vital for quality teaching and learning.

With the ambition of achieving higher quality education, along with active learning, feedback is a crucial factor for effective learning. In addition, the component of timeliness is essential, and when it comes to timely feedback, specifically live feedback, the advantages to the learning process increase. Harnessing methods, tools, and approaches to facilitate communication is an ongoing process, and technology plays a vital role in it. During the digitalization fever caused by the COVID-19 pandemic, there have been instances where digital alternatives offered added value for communication and quality learning.

In this chapter, I present my experience using two digital tools, Mentimeter and Zoom, for both remote and campus lectures. Specifically, I demonstrate my efforts at effective feedback through timeliness (live). I further bring forth my novel means of utilizing anonymity to encourage and empower students using the aforementioned tools.

Feedback from students

The term feedback could trigger different meanings depending on the context. One of the definitions of Feedback by Merriam-Webster's dictionary is:

> *"The transmission of evaluative or corrective information about an action, event, or process to the original or controlling source." (Merriam-Webster, n.d.)*

In our educational institute, Karlstad University, *evaluative information* about courses is one common form of feedback. The feedback is obtained from students at the end of the course, and their

feedback is important for the development and adjustment of future instances of the course. It is considered necessary to provide students with the opportunity to give feedback in the form of course evaluations, according to the Higher Education Ordinance, chapter 1 section 14:

> *"The higher education institution must provide students participating in, or who have completed, a course, with the opportunity to present their opinions about the course through a course evaluation organised by the institution.*
>
> *The higher education institution must compile the course evaluations and provide information about the results, as well as any actions prompted by the course evaluations. The results must be made available to the students. Ordinance (2000:651)." (Swedish Council for Higher Education, 1993).*

However, when one looks at the number of instances where students provide their responses to course evaluation forms, only a small fraction of students voice their opinions. For example, in 2022, only ten out of 49 students responded to the *introduction to it design* ISGA90[1] course evaluation, and only nine out of 56 responded to the *prototyping: to explore and communicate design concepts* ISGA06[2] course evaluation. Regardless of the low turnout of responses, these students' feedback will still contribute to the overall course development for the benefit of future students. Despite the benefits of feedback, it is interesting to understand the limitations that contribute to the small sample size of student feedback.

Nevertheless, feedback is not limited to the course's evaluation, nor is it limited to the students giving the feedback. It has been reasoned that student-to-teacher feedback is more important than the other way around feedback (Hattie and Clarke, 2018). In this chapter, we focus on feedback from students mainly, but also touch on responses from the teacher within the setting of the lecture presented in the "Context" section. In this chapter, I focus on feedback within the lecture on Privacy.

---

[1] https://www3.kau.se/kursvarderingsanalyser/d688729c367ca3c744ea6081bc895ba2.pdf

[2] https://www3.kau.se/kursvarderingsanalyser/691ea85c15b0382ea7d4a0715f5c1c0b.pdf

Effectiveness of live feedback

Hattie and Timperley (2007) consider that feedback has four levels and accordingly feedback effectiveness is affected (Hattie and Timperley, 2007). Namely, the four levels of feedback are as follows: the first is on a task level where feedback is given about a task or a product. The second level is on a process level and deals with the process used for the task. The third and fourth levels deal with self-regulation and the self as an individual (Hattie and Timperley, 2007).

On a task level, it is noted that feedback in a corrective form, which is termed corrective feedback, is highly powerful and effective for learning, especially for new skills and tasks" (Hattie and Timperley, 2007). Furthermore, to ensure the effectiveness of feedback, timeliness is essential. Delayed feedback may have its benefits, depending on the level and context, but immediate feedback offers significant opportunities for effective learning. In this case, live feedback refers to an activity and its response happening within a short timeframe, almost immediately. Hattie and Clarke (2018) confirm that feedback is considered effective when it occurs and is acted upon. In the lecture focused on in this chapter, the live format allows actors, both students and the lecturer, to act upon the feedback almost immediately, to some degree. Immediate feedback is considered preferred by students (Hattie and Clarke, 2018).

Anonymity in a large classroom

Anonymity refers to not being able to be identified by specific criteria. It could be by name, by face, or any identifying information that makes a person unique in a specific setting. McKeachie and Svinicki (2006, pp 258-259) discuss student anonymity in terms of teaching and education. They express their concern with student anonymity as a consequence of large classroom: students would lose learning motivation due to the lack of personal responsibility and distance from the lecturer (McKeachie and Svinicki, 2006). Students in large groups would feel less inclined to voice an opinion or a question, perhaps due to being shy, fearing the lack of respect for their ideas or due to the large audience witnessing their contribution. As indicated by McKeachie and Svinicki (2006), students may even prefer anonymity in large groups.

Instead of considering the large classroom anonymity as a hindrance to the learning motivation and process, we suggest utilizing anonymity as a tool to encourage the student to voice their opinions and questions. Without the "feared consequences", students are given a chance to close the distance with the lecturer and have their concerns, no matter how small to be addressed. We believe that anonymity can play a role in empowering students who might really be in need of it. Students are allowed to communicate freely without the constraints of shame, guilt, peer pressure, judgment, and other social aspects that hinder them from expressing themselves.

Context: courses in Information Systems

The experiences presented in this chapter come from a lecture given as part of courses in the Information Systems department at Karlstad Business School (KBS), which is part of the faculty of Humanities and Social Sciences (Fakulteten för humaniora och samhällsvetenskap). The lecture is given to students who are taking part in either of the two courses depending on their study program. The courses are called *introduction to it design* ISGA90[3] (in Swedish: *introduktion till it-design*) and *prototyping: to explore and communicate design concepts* ISGA06[4] (in swedish: *prototyping: att pröva och kommunicera designkoncept*). The number of students attending the lecture therefore amounts to about 90 participants, more or less, at each instance. Both courses are on the undergraduate level and are given in the first year of the respective programs for students. Meaning that students are at the freshmen level in their studies, which gives an indication of the target audience of the lecture. Possible peer pressures, motivation to learn, and general attitudes toward attending the lecture are some observations from the lecture that I further discuss later in this chapter.

The reflections I present in this chapter are from my experiences from the lecture instances given in the past three years (2020, 2021, and

[3] https://www.kau.se/en/education/programmes-and-courses/courses/ISGA90

[4] https://www.kau.se/en/education/programmes-and-courses/courses/ISGA06

2022). Given the circumstances at the time, with the COVID-19 pandemic, the first two instances were given remotely (via Zoom), while the last instance was given on campus.

The lecture topic: privacy

The topic of the lecture is privacy, which in Swedish is advertised as "Personlig integritet". The topic of privacy is considered challenging, as even the translation from English to Swedish can lead to differences in meaning. Defining privacy depends on the focus, with one definition stating that privacy is "the claim of individuals, groups, or institutions to determine for themselves when, how, and to what extent information about them is communicated to others" (Westin Alan F., 2003). Alternatively, privacy could be defined simply as "The right to be let alone" (Warren and Brandeis, 1890), with the former definition giving a sense of control and the latter having more legal connotations.

In the lecture, I present an impression of what privacy could be and navigate through student's own definitions of privacy at the beginning of the lecture to get them engaged in the discussion. Then I give an overview of privacy, specifically data privacy, and touch on several main notions within the topic while engaging the students at every segment of the lecture. The reason for having feedback from students at every segment is not concerning only the engagement of students during class for active learning purposes, but it is also essential to tackle misconceptions relating to the topic. Given the number of students attending the lecture, around 80-90+ participants at each instance, it is considered relatively high and is a concern for quality feedback. As there is limited time for questions and answers, let alone for each student to voice a question or a concern, I further give examples from my applied research to encourage curiosity in the field and to, possibly, intrigue their interests for their future thesis projects.

Mentimeter in all lectures

Mentimeter (Mentimeter, n.d.) is an interactive software for presentations[5]. It provides a platform that is commonly useo as a tool to engage and interact with the audience of a given presentation. Live polling, quizzes, and surveys are among the existing features to be utilized in the presentations. The process engages the audience by providing an opportunity for them to respond on their own devices during the presentation prompt of a response. Moreover, depending on the design of the session, responses would be displayed directly, aggregated, or in a visualized format (word cloud) on the presentation screen.

It is common to use such interactive software as means to engage students at parts of the lecture, where prompting responses are deemed effective at the learning activity. However, in this work, I have designed the lecture to be entirely on the interactive platform Mentimeter, where responses from students were encouraged at every segment of the lecture. This offered an opportunity for each individual of a big classroom (comprising ~80-90+ students) to take part in the feedback sessions, as well as reflect on their responses in relation to others in the classroom. I offer further details in the following sections where I go through some examples from the class.

Zoom for 2020 and 2021 lectures

Due to the COVID-19 pandemic, many have turned to alternative solutions to maintain critical processes throughout. Since distance learning has already been in place in the Information System department, it was not too difficult to adopt remote solutions to maintain students' education progress. Several tools and technologies were combined to enhance students' remote teaching experiences. However, one crucial tool used to enable online meetings was video conferencing software, and in this case, Karlstad University used Zoom, which is a platform that facilitates online meetings (Zoom, n.d.).

Of the three lecture instances of this chapter, two were given remotely, to be exact during the years 2020 and 2021. Zoom was used as the platform for presenting the lecture content together with Mentimeter. Features that were utilized by Zoom were: the voice and video, the chat function, the gestures for raising hands during Q&A, and the screen sharing for the Mentimeter presentation. In the last instance of the lecture, during 2022, Zoom was not used since the lecture took place physically on the campus grounds of the university. However, I still utilized Mentimeter in the classroom for the purpose of having a fully interactive lecture.

Feedback generation from the lectures

During the lecture, a mix of content, prompts for student input, polls, and a like button (used to indicate readiness after breaks) were included in Mentimeter. Participation in the Mentimeter segments, where students could provide feedback and responses, was voluntary. However, the majority of students participated in most of the Mentimeter activities across all three lecture instances, including both remote and on-campus students. Remote students also used the chat function to ask questions, and in the first instance of the lecture, peers were active in responding to queries raised in the chat, creating a discussion environment for peer interaction. This was further encouraged in the subsequent remote lecture year (2021).

Open field responses

One of the prompts used to elicit student responses is the open field option, which allows participants to enter free text as a response. This

Figure 1.Adjusted Word Cloud generated by Mentimeter from one instance of the lecturer's presentation (Mentimeter, n.d.)

option was used to capture students' opinions and to give them an opportunity to reflect on their own ideas before the lecturer provided input. In Figure 1, an example is shown where the result of the aggregated responses from students is presented in a Word Cloud. The larger the word, the more instances of that word were provided by different students. In this particular example, students gave their responses before the term "privacy" was introduced in the context of data privacy. It is worth noting that there is a similarity between the definitions provided by the students. This could give them a minor sense of achievement, which might contribute to their motivation to learn more.

Polling responses

Another form of response is when students are presented with a set of options and are supposed to select one. The responses are either immediately presented or shown when the lecturer decides that everyone has finished. The latter is usually used to avoid biasing students with the responses of others.

In Figure 2 and Figure 3, one can see examples of students' responses regarding whether they think a specific type of information is

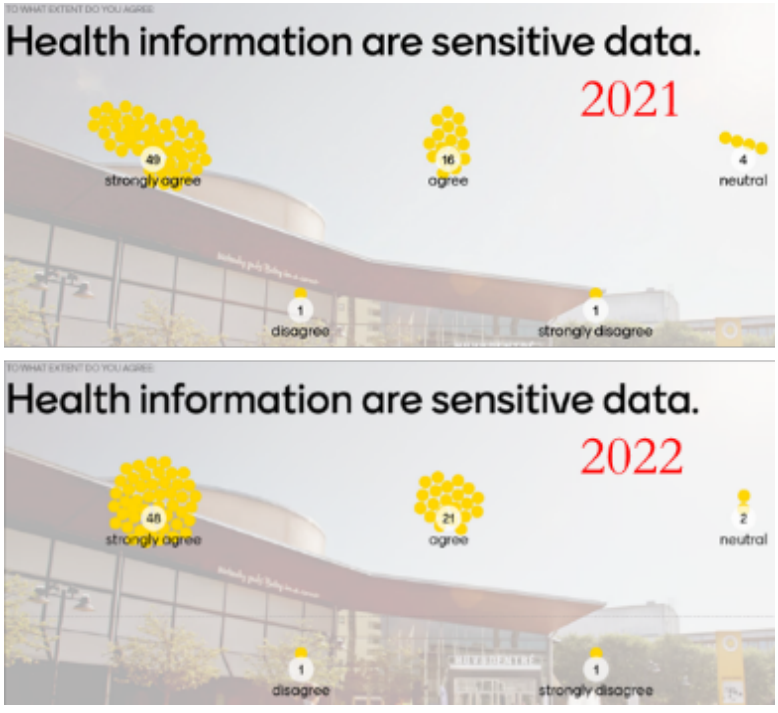

Figure 2: Student responses to Health information sensitivity agreement from 2021 and 2022 lecture instance on Mentimeter (Mentimeter, n.d.)

considered sensitive data according to the GDPR in the years 2021 (remote) and 2022 (campus).

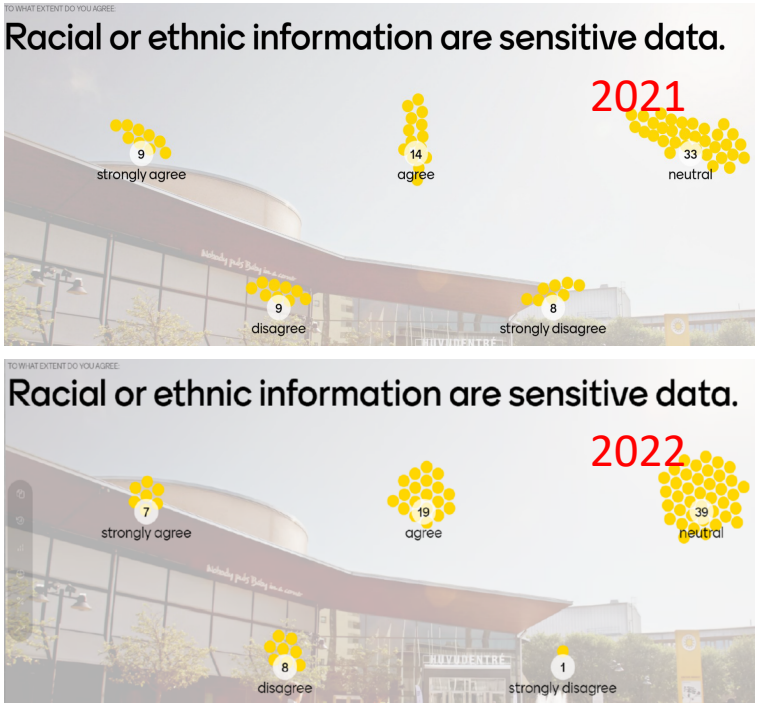

Figure 3: Student responses to racial or ethnic information sensitivity agreement from 2021 and 2022 lecture instance on Mentimeter (Mentimeter, n.d.)

In Figure 2, the students responded to the question about health information, and the majority either agreed or strongly agreed that this type of data is sensitive. However, in Figure 3, there was less agreement regarding racial and ethnic information being considered sensitive according to the GDPR. By displaying the responses of other students, they could see that it is not always the case that sensitive data according to the GDPR is considered sensitive by the public. It's important to note that all data types presented in the lecture corresponded to the seven categories of sensitive data according to the GDPR and the Swedish data protection agency[6].

[6] Formerly known as datainspektionen and now known as the Integritetsskyddsmyndigheten (IMY): https://www.imy.se/ .

Observation of anonymity preferences

For the instances of the course conducted remotely in 2020 and 2021, Zoom was used. As previously mentioned, all participants had access to the voice and video options, but none of the students had their cameras on. In one lecture in 2021, a few students initially had their cameras on before realizing that everyone else had theirs off, and they conformed to do the same. Once I became aware of this phenomenon, we quickly added a new segment to the lecture. We did this seamlessly while students were still responding to the previous segment. The new segment included a prompt asking, 'Why are you not using your camera?' Almost everyone responded, and their answers included the following points:

1. Privacy and safety of home
2. Group conformity: no one else is using their camera
3. Not wanting/needing to, and not being obligated to do so
4. Shyness or discomfort with showing themselves on camera
5. Concerns about physical appearance, such as feeling sick, messy hair, or not being prepared
6. Technical issues, such as poor internet quality or camera problems

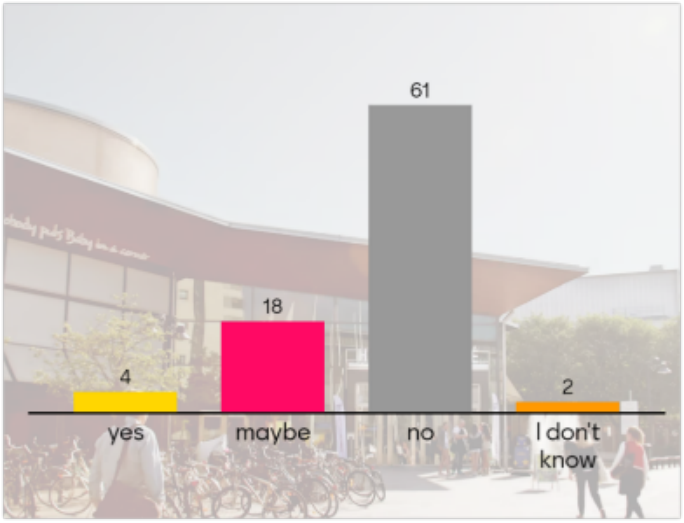

Figure 4: Responses to whether students would have their cameras on if this were to be online, taken from lecture presentation on mentimeter.(Mentimeter, n.d.)

I was glad to see the instance of point 2, which confirms the observation above. As for point 1, they might be biased by the lecture's title and thought this to be part of the discussion. What is worth noting is that many of the points above indicate that students want to be anonymous for various reasons, also that they are conscious of how they are perceived on camera.

Anonymity and confidence

In the following year, 2022, I decided to include the question "would you have your camera on if this were an online class?" Figure 4 shows the responses from students, where most indicated "no," and a few responded "maybe." Students' explanations for why they would not turn on their cameras were similar to those from the previous course instance. In class, there was a great hesitation to raise hands when I asked for follow-up responses. Only a handful of students responded to my non-Mentimeter prompts; if so, it was done discreetly. Considering the layout of the classroom, students were mostly raising their hands in front of their abdomen so that their fellow classmates behind them would not notice them. In contrast to the remote instance of the class, where discussions and questions were asked on the Zoom chat, campus students almost never asked questions (one asked after my direct probing, and another waited until the classroom was empty). This observation also supports the impression that students want to be anonymous in class, including their responses.

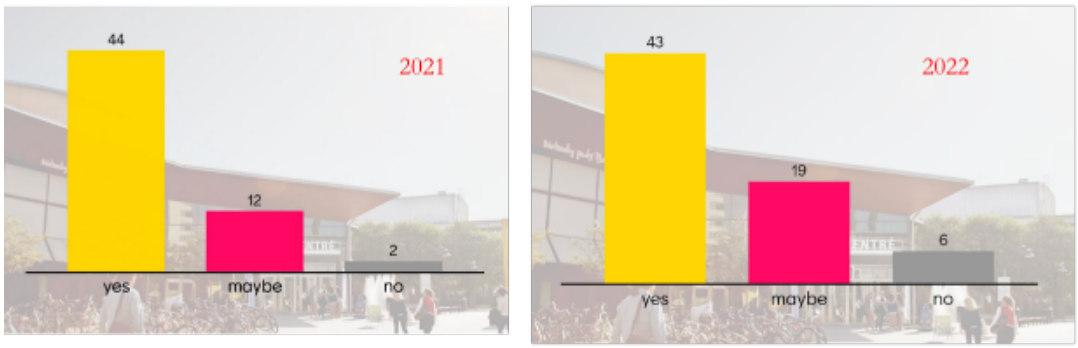

Figure 5:Student responses to being more confident when anonymous, taken from lecture presentation on mentimeter (Mentimeter, n.d.)

I believe that having the option to give responses anonymously motivates students to do so without the fear of consequences. This was further supported with my question in the years 2021 and 2022 in one

extra segment: “Does being anonymous make you braver at expressing yourself?”. In 2021, 49 out of 54 students responses with yes. In 2022, 43 responded with yes and 19 answered maybe out of 68. The rest answered no, as seen in Figure 5. In the open chat on Zoom, students commented that indeed anonymity is giving others confidence as instance of spammy responses were noted. Luckily, I have used profanity filters to mitigate some of the spammy behavior. The rest of the unserious responses were harmless comments, as students were behaving naughtily—nothing that I could not handle. Anonymity might have enabled this behavior, but it was also present in class regardless. I note that I observed students’ naughtiness in the physical class as well. This is a common behavior in large classrooms as students are trying to grab their peer’s attention.

Reflections and discussions

Corrective live feedback

Based on the different levels of feedback: task, process, self-regulation, and self (Hattie and Timperley, 2007), I consider the feedback during the lecture, using Mentimeter (Mentimeter, n.d.), to be on the task level, as students were expected to respond to each task at every segment of the lecture. It is worth noting that the feedback during the lecture was interactive, meaning that it was going both ways: students respond to the feedback by actively inputting their responses to the tool whereas I would respond to the input by students presented live on screen. Meanwhile, I am immediately distinguishing, correct from incorrect answers during the lecture, which is the corresponding form of corrective feedback. Given the nature of the topic, privacy specifically in information technology, being new to most of the students, the corrective feedback in class was effective at capturing common misconceptions. One common misconception is the distinction between different sensitive data types in the General Data Protection Regulation (GDPR). I see the opportunity to give direct and immediate feedback as an essential building block in the learning process throughout the lecture.

Peer learning and interactions

McKeachie and Svinicki (2006) discuss teaching in higher education and present guidelines for effective teaching, with the focus on the student on what they call “learner-centered” approach. They highlight

the communication limitations when it comes to efficiency and productivity in education (McKeachie and Svinicki, 2006, p. 213). It is natural to consider teacher's (could also refer to professor or lecturer) human limitations. Just as one is limited to reading, commenting, and thinking one thought at a time, the same is true for reacting and communicating responses to students: one at a time.However, in order to mitigate the aforementioned limitation, McKeachie and Svinicki (2006, pp. 213-220) recommend the utilization of peer learning and other collaborative and cooperative measures in class. McKeachie and Svinicki (2006, pp. 213-220) further indicate that the advantage of having peer learning is due to the increased interactions for each student, as they are not limited to interacting with the teacher. Furthermore, peer learning gives a sense of community and support among students, which thereby increases the motivation to learn.

Peer learning and interactivity have been vital elements in the design and conduct of the privacy lecture, as peer responses are shared on the screen. For example, in the case of Mentimeter (Mentimeter, n.d.), each student has the opportunity to interact with the screen prompts as well as respond to other students' responses. In addition, on Zoom, the chat function allowed students to have their own channel of interaction, where they could ask for clarification without interrupting the lecture and engage with their "available" classmates. The latter demonstrates the facilitation of the technological tool, Zoom chat, to provide live peer interaction during the lecture. It is worth noting that, given the opportunity, there were indeed active and interactive instances among students during remote classes on Zoom.

Live active learning even for a large classroom

A major goal of teaching is to facilitate learning and achieve successful outcomes. In the classroom, learning is achieved when students are engaged with and are attentive to the teacher's lecture. Passive learning occurs when students are not engaged, while active learning occurs when students are not only listening, but also participating in the learning process.

Ryan and Martens (1989) provide guidelines for planning effective and efficient courses, highlighting the importance of selecting the appropriate instructional mode. According to Ryan and Martens (1989, p. 29), "students learn more material, more quickly, and retain what they have learned longer if they learn using active rather than passive

methods". In addition, a study by Freeman et al. (2014) demonstrates that active learning is beneficial during student assessments and can lead to improved examination performance.

Furthermore, according to Bonwell and Eison (1991), active learning, although not particularly limited to a definition, focuses less on the transmission of information and more on the development of students' skills. They state that in active learning, "students are involved in higher-order thinking (analysis, synthesis, evaluation). Students engage in activities (e.g., reading, discussing, writing). Greater emphasis is placed on students' exploration of their own attitudes and values" (Bonwell and Eison, 1991, p. 2). In the lecture, students were involved in the aforementioned active learning activities to some extent. They were prompted to input their opinions, where they were expected to assess what was asked of them. They wrote their thoughts on the screen to communicate their responses and read, assessed, and evaluated the responses on the screen before the next prompt. These engaging activities reflect the active learning aspect of the lecture, despite the large number of students. As a result, everyone had the opportunity to participate, interact, and voice their questions in a timely manner, and feedback was almost immediate.

Final thoughts

In this chapter, I have presented my experience in enhancing student's learning quality through effective feedback. Inspired by the limitations imposed by COVID-19 pandemic, using Zoom and Mentimeter facilitated the live feedback. I demonstrated how live feedback has been effective at allowing immediate responses during the lecture. Furthermore, I presented the significance of anonymity for allowing responses of students. The following are the highlighted takeaways and further reflections:

1. Most students report a preference for anonymity.
2. Many students indicate that being anonymous makes them more comfortable expressing themselves.
3. Mentimeter generally facilitates live feedback with a degree of anonymity (students know the set ~90 is theirclassmates).
4. Zoom chat enables peer learning.

5. The anonymity of physical space is reduced in remote learning environments.
6. There was more activity and interactivity (comments and questions outside of Mentimeter) during remote classes on Zoom than in on-campus instances.
7. There was more activity on Mentimeter compared to Zoom chat, as names are not all pseudonyms on Zoom, but they are fully anonymous on Mentimeter.
8. Students reported only positive feedback about the lecture at the end of the session and appreciated the format.

There is no telling the exact effectiveness of my approach on the students' learning outcomes. However, I can conclude that active learning was achieved through my approach, and it hopefully had a positive impact on their learning outcomes. In conclusion, I believe that live anonymous feedback aids student engagement (as there are no stupid questions), especially for those who prefer to remain anonymous.

References

Bonwell, C.C., Eison, J.A., 1991. Active learning: Creating excitement in the classroom. 1991 ASHE-ERIC higher education reports. ERIC.

Freeman, S., Eddy, S.L., McDonough, M., Smith, M.K., Okoroafor, N., Jordt, H., Wenderoth, M.P., 2014. Active learning increases student performance in science, engineering, and mathematics. Proc Natl Acad Sci U S A 111, 8410–8415. https://doi.org/10.1073/pnas.1319030111

Hattie, J., Clarke, S., 2018. Visible learning: feedback. Routledge.

Hattie, J., Timperley, H., 2007. The power of feedback. Review of educational research 77, 81–112.

McKeachie, W.J., Svinicki, M.D., 2006. McKeachie's teaching tips: Strategies, research, and theory for college and university teachers, 12th edition. ed, College teaching series. Houghton Mifflin.

Mentimeter, n.d. Interactive presentation software [WWW Document]. Mentimeter. URL https://www.mentimeter.com/ (accessed 3.27.23).

Merriam-Webster, n.d. Definition of FEEDBACK [WWW Document]. URL https://www.merriam-webster.com/dictionary/feedback (accessed 3.30.23).

Ryan, M.P., Martens, G.G., 1989. Planning a college course: A guidebook for the graduate teaching assistant. ERIC institue of Education Sciences.

Swedish Council for Higher Education, 1993. The Higher Education Ordinance (1993:100) [WWW Document]. UHR.se. URL https://www.uhr.se/en/start/laws-and-regulations/Laws-and-regulations/The-Higher-Education-Ordinance/ (accessed 3.20.23).

Warren, S.D., Brandeis, L.D., 1890. The right to privacy. Harvard law review 193–220.

Westin Alan F., 2003. Social and Political Dimensions of Privacy. Journal of Social Issues 59, 431–453. https://doi.org/10.1111/1540-4560.00072

Zoom, n.d. One platform to connect [WWW Document]. Zoom. URL https://zoom.us/ (accessed 3.30.23).

Bidrag från universitetspedagogisk konferens 2022

I föreliggande rapport kan du ta del av sju olika utvecklingsprojekt inom undervisning och examination vid Karlstads universitet. Samtliga bidrag i rapporten har utvecklats från projekt som presenterats vid enhetens universitetspedagogiska konferens.

I årets upplaga kan du bland annat läsa om en ny typ av tentamen, en klimatutmaning. Vad händer när studenter uppmanas att under en månads tid göra något annorlunda i sin vardag, så som att resa med cykel eller buss istället för bil? I en annan studie undersöker författarna huruvida det är någon skillnad för studenterna om läraren använder läsplatta eller dokumentkamera i inspelade föreläsningar.

Du får även en inblick i hur flexibla nätbaserade kurser för yrkesverksamma, i samverkan med företag och organisationer, kan bidra till det livslånga lärandet, och inte minst vilken roll sociala medier kan få när en kurs om vetenskaplig metod plötsligt ställs om till distans i pandemitider.

Publicerade texter i rapportserien kan ligga till grund för pedagogisk meritering vid ansökan om att bli meriterad eller excellent inom undervisning och examination vid Karlstads universitet.

Universitetspedagogiska enheten Karlstads universitet

ISBN 978-91-7867-404-6 (tryck)

ISBN 978-91-7867-405-3 (pdf)

RAPPORT | 2023:1

Utveckling av undervisning och examination i högre utbildning