

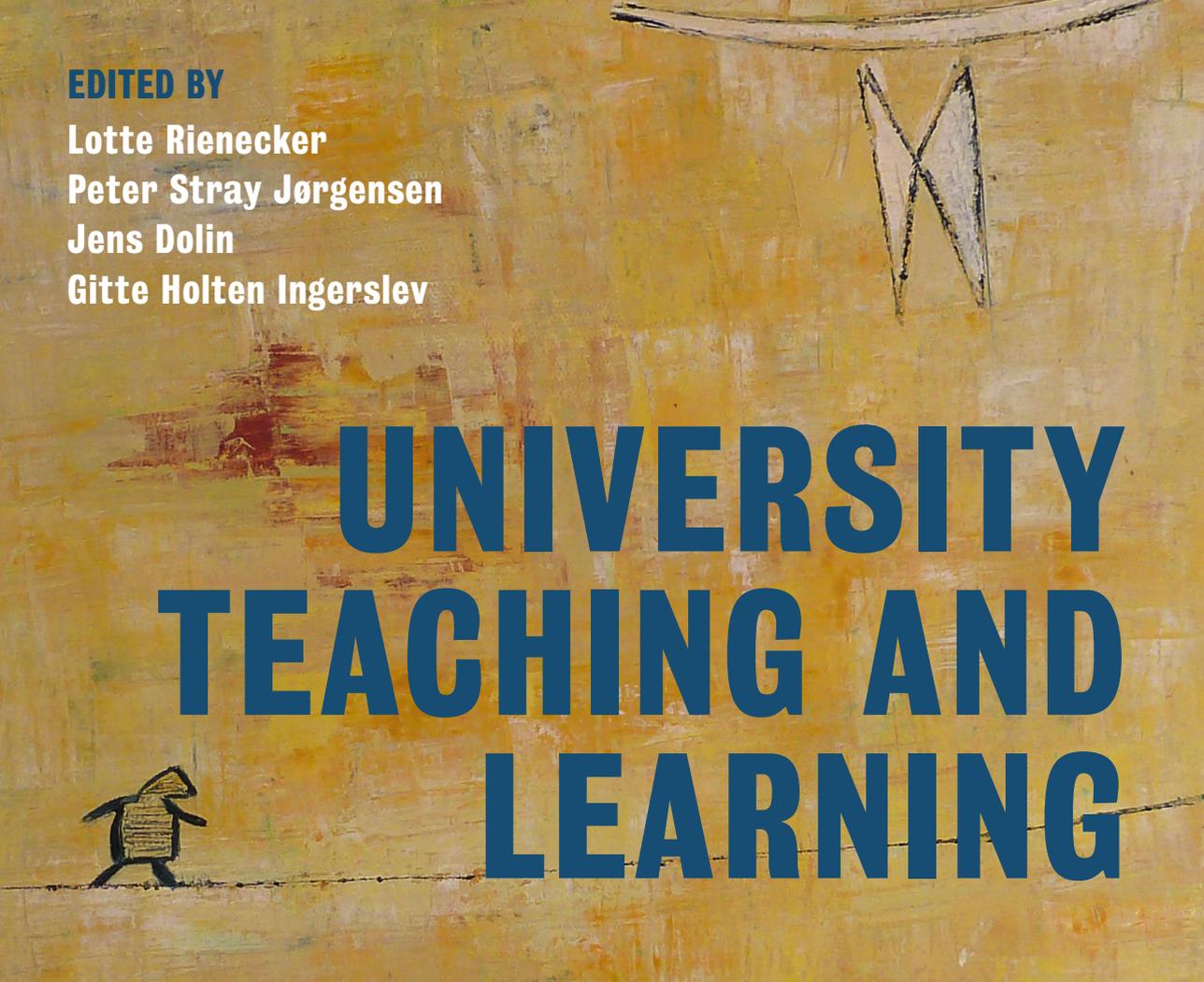
EDITED BY

Lotte Rienecker

Peter Stray Jørgensen

Jens Dolin

Gitte Holten Ingerslev



UNIVERSITY TEACHING AND LEARNING

CHAPTER 5.1.

**Supervision: Process management
and communication**



**Samfunds
litteratur**

University Teaching and Learning



Edited by
Lotte Rienecker,
Peter Stray Jørgensen,
Jens Dolin and
Gitte Holten Ingerslev

Samfundslitteratur

Lotte Rienecker, Peter Stray Jørgensen, Jens Dolin and Gitte Holten Ingerslev (eds.)

University Teaching and Learning

1. edition 2015

© Samfundslitteratur 2015

Original edition in Danish with the title *Universitetspædagogik* published by Samfundslitteratur 2013.

The translation of this work was made possible by a grant from Lundbeck Foundation

Translation: Elisabeth Li

Translation revised by: Nicolai Paulsen

Cover: Imperiet

Cover illustration: Gitte Holten Ingerslev

Typeset: SL grafik (slgrafik.dk)

Print: Specialtrykkeriet Viborg A/S

ISBN: 978-87-593-1960-4

E-book ISBN: 978-87-593-2252-9

E-chapter 5.1. ISBN 978-87-593-2307-6

Resources at: samfundslitteratur.dk/utl

Samfundslitteratur

Rosenørns Allé 9

DK-1970 Frederiksberg C

slforlagene@samfundslitteratur.dk

samfundslitteratur.dk

All rights reserved.

No part of this publication may be reproduced or used in any form or by any means – graphic, electronic or mechanical including photocopying, recording, taping or information storage or retrieval systems – without permission in writing from Samfundslitteratur.

Table of Contents

Foreword to the English edition · 15

1.1 Trends in the development of the Danish universities · 17

FREDERIK VOETMANN CHRISTIANSEN, THOMAS HARBOE, SEBASTIAN HORST,
LONE KROGH AND LAURA LOUISE SARAUW

Humboldt and the research-based university · 17

From elite university to mass university · 20

New governance structures and management styles · 23

Learning outcome and competence-oriented university education · 33

Concluding remarks · 37

Resources · 38

Literature · 40

1.2 Research-based teaching · 43

NINA BONDERUP DOHN AND JENS DOLIN

Research-teaching nexus · 44

Different approaches to research-based teaching · 47

Different disciplines' different approaches to research-based teaching · 51

Examples of research-based teaching · 54

Literature · 62

2.1 Teaching for learning · 65

JENS DOLIN

Explicit, implicit and behaviourist learning · 65

Three approaches to teaching · 68

Constructivism · 70

Situated learning, apprenticeship, practice communities · 78

Psychodynamic learning approaches · 82

Progression · 83

Is there a "best practice"? (Or: Can you base teaching on evidence?) · 85

Ideas and practice · 87

Literature · 91

2.2 University teaching and learning – models and concepts · 93

ANNE METTE MØRCKE AND CAMILLA ØSTERBERG RUMP

Instructions and options · 93

Models and principles of university teaching and learning · 94

Taxonomies · 100

Resources · 103

Literature · 104

2.3 Teaching environment · 105

SEBASTIAN HORST AND GITTE HOLTEN INGERSLEV

What can the teacher do to create a good teaching environment? · 106

Research-based starting points for planning teaching · 110

Research-based education requires integration with research facilities · 111

Resources · 112

Literature · 113

3.1 Who are the students? · 115

BJØRN FRIIS JOHANSEN, LARS ULRIKSEN AND HENRIETTE TOLSTRUP
HOLMEGAARD

Challenges to teaching: Who are the students? · 118

Options · 124

Conclusion · 132

Resources · 132

Literature · 133

3.2 Course descriptions · 135

FREDERIK VOETMANN CHRISTIANSEN, SEBASTIAN HORST AND CAMILLA
ØSTERBERG RUMP

Course descriptions are part of the regulations · 135

What should a course description include? · 136

Goal descriptions and the Danish Qualifications Framework · 137

How do competences, skills and knowledge differ from one another? · 139

Conclusion · 146

Resources · 147

Literature · 147

3.3 Session planning · 149

PETER STRAY JØRGENSEN

- The teacher's challenges · 149
- The teacher's planning · 150
- Handouts as learning tools · 159
- Reasons · 161
- Resources · 162
- Literature · 162

3.4 Course planning · 165

PETER STRAY JØRGENSEN

- Challenges · 165
- The course planner's options · 167
- A course's content · 167
- The course's framework · 169
- Rationales · 172
- Resources · 173
- Literature · 174

3.5 Instructing written assignments · 175

PETER STRAY JØRGENSEN

- Instructions, options · 175
- Rationales · 177
- Resources · 177
- Literature · 177

4.1 Lecturing · 179

BETTINA DAHL AND RIE TROELSEN

- Introduction · 179
- Pedagogical challenges · 179
- Considerations before a lecture · 181
- Activities while you lecture · 184
- Rationales · 186
- The lecturer as a performer · 187
- Resources · 188
- Literature · 188

4.2 Group work · 189

GERD CHRISTENSEN

Definition and history · 189

Pedagogical challenges in connection with group work · 190

Different forms of group work · 191

Suggestions for practice/action · 192

Structure of the collaboration · 195

Rationales and substantiation from research · 197

Resources · 198

Literature · 199

4.3 Case-based learning · 201

LONE KROGH, DIANA STENTOFT, JEPPE EMMERSEN AND PETER MUSAEUS

The case method and its background · 201

Challenges when working with cases · 204

Pedagogical possibilities · 207

Rationales and theoretical foundation for the use of cases in teaching and learning · 211

Resources · 213

Literature · 214

4.4 Problem-based and project-organised teaching · 215

LONE KROGH AND MERETE WIBERG

Introduction · 215

Central elements in problem-based project work · 217

Group work, project organisation and student direction? · 218

Problem-based learning, connecting theory and practice, interdisciplinarity · 220

The principle of exemplarity · 223

Rationales – theoretical foundation for problem-based project work · 225

Literature · 226