

CLOSING REPORT FROM THE  
**SUMMER INSTITUTE 2003**

– LEARNING PARTNERS BUILDING IDENTITY –

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## INTRODUCTORY NOTES

The "Participants Evaluation" part of this text is gathered and written by Åsa Rurling. Magnus Kirchhoff is responsible for the rest of this text. To keep the values and nuances in the language, the participants notes are kept in Swedish, if they were not given in English. Also some of the enclosed documents that were used in the preparatory stages of the project are kept in Swedish since they most likely only are of concern for Swedish readers.

In the assignment for the Summer Institute 2003, was embedded the task to find the future National Project Manager and I am extremely happy to, after finishing this report, be able to hand over to Magnus Gustafsson, Chalmers University of Technology, Gothenburg. I am confident he will add very much to the SI idea and activity. During the year long preparation I have also happily received the message that it has been decided that a Summer Institute will be organised at Hong Kong University in 2004 by Dr Catherine Robinson. It is for people like them, who want to carry on the SI ideas, I wrote a rather detailed and extensive finishing report from the Summer Institute 2001 and I will have to refer to that for more specific information. This report is much briefer.

## PREPARATIONS

### ASSIGNMENT

The Summer Institute (SI) was originally initiated by the Society of Living Pedagogues in May 1999.<sup>1</sup> It sprung out of a brilliant idea of Dr Jonas Nordquist's (Stockholm University and Karolinska Institute), National Project Manager for the first SI, and has been funded since the start by The Council for Renewal of Higher Education (the Council). The first SI was held June 4-9 2000 at Halltorp and the second in June 10-15 2001 at Åkerby Mansion at which I had the privilege to be National Project Manager.

In May 2002 I was asked by the Council for Renewal of Higher Education to come back as National Project Manager for a third SI. As the assignment was presented it was made clear that the Council wanted to take more control over the preparation process. Previously, the National Project Manager and the University where he was employed had owned the project. This year, the administrative person at the Council, Åsa Rurling, was put in a much more active position. This worked very well, thanks to Åsa's outstanding capacity to learn about and understand the basic SI ideas and her ability to co-operate and communicate as well as carry out all the practical arrangements associated with the project.

When accepting the assignment I made clear that this would be my last SI, strictly because I strongly believe an activity like this always needs "new blood". Therefore, besides carrying out the actual SI2003, the assignment included the task of finding the future National Project Manager and start the "initiation process".

### PROJECT PLANNING TEAM

Since the previous years SI's had been so successful and since the three facilitators from the previous SI, Mona Fjellström, John Jones and Catherine Robinson readily accepted to participate again, no major changes had to be made. Therefore, it was soon decided that only two persons, Åsa Rurling and myself, should make up the project planning team. However, a reference group was appointed, partly for comments on the planning process, the schedule of SI2003 and the like. Another important task for the reference group was to come up with ideas for the future development of the SI and activities for its alumnus. The reference group was made up of three persons; Malin Almstedt, Swedish University of Agricultural Sciences, participant SI2001, Mona Fjellström, Umeå University, member of the project planning team SI2001 and Magnus Gustafsson, Chalmers University of Technology, participant SI2000. Also invited to participate in the reference group was the founder and creator of the Summer Institute, National Project Manager SI2000, PhD Jonas Nordquist, Stockholm University and Karolinska Institute. Unfortunately, he was not able to attend any of the meetings.

Besides telephone and email contact, the reference group met twice, in December 2002 and March 2003. In the first meeting, ideas about possible alumni activities and other strategic aspects were discussed. The ideas from that meeting were presented to the Council in a letter in January 2003 (see appendix 5 and 6, in Swedish). The second meeting was dedicated to discuss activities related directly to SI2003.

The input from the reference group, strategic as well as more short-term aspects, was of great importance to the project. It might therefore be a good idea for future SI projects to appoint a reference group as support.

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<sup>1</sup> For information on The Council for Renewal of Higher Education see: <http://www.hgur.se/> and for information on The Society of Living Pedagogues see: [http://hgur.hsv.se/activities/lps/index\\_lps.htm](http://hgur.hsv.se/activities/lps/index_lps.htm)

## LOOKING BACK AT PREVIOUS SI'S

As a means of getting to understand the idea and concept of the SI, Åsa Rurling interviewed some of the participants of SI2001 as well as some of those who participated in the reunion that year. The outcome of those interviews and the results from the finishing report from 2001 stated clearly that the first two SI's had been very rewarding for the participants. Therefore most of the content and form could be kept. Some ideas in how the SI could develop came out of the interviews:

- it had to be made clearer in the information before the SI that the working language is English,
- more information in advance on the content/program,
- the reunion needed more input from the facilitators,
- a need for more follow up activities, and
- a brochure that explains the essence of the Summer Institute to colleagues and future employers.

## COMMUNICATE INFORMATION ON SI

Since the number of applicants had increased by about 25% from first to second year and since the number of alumni, out of which all had said in the evaluations that they would recommend the SI to others, no changes in the information routines from SI01 was done. The only major change was that it was made clearer that the working language at the SI was to be English.

## ACCEPTANCE PROCESS

The acceptance committee consisted of three pedagogically and academically experienced professionals; chairman of the Council for Renewal of Higher Education, vice chancellor, professor Lars Haikola, Blekinge Institute of Technology, assistant professor Pia Hellertz, Örebro University and assistant professor Anita Rissler, Stockholm University, who headed the committee. Due to the unpredicted and rapid growth of applicants, the task for the acceptance committee became unexpectedly difficult. This led to a need for setting even more elaborate standards for acceptance that had been needed for previous years. Their standards were formulated jointly and can be found in appendix 3 (in Swedish).

121 applications were registered for the SI2003, an increase by 65% from the previous SI. Approximately 45% of the applicants were men, compared to 38% to the previous SI. The applicants represented 26 different universities and university colleges. The ratio between faculties and different universities and university colleges being represented among the applicants are presented in the tables below.

Faculty	%
Humanities	13
Language	8
Medicine	13
Sciences	19
Social sciences	19
Technology	21
Other	7
<b>Total</b>	<b>100</b>

Institution	%
CTH	5
Gothenburg University	8
Karolinska Institute	3
Linköping University	8
Luleå U of Technology	3
Lund University	13
Stockholm University	15
Royal Inst of Technology	8
Umeå University	6
Uppsala University	8
Other	23
<b>Total</b>	<b>100</b>

Twenty participants were accepted, ten women and ten men, ten PhD students and ten PhDs'. Unfortunately, two accepted applicants had to cancel their participation at a rather late stage. But two reserves were able to replace them, despite the short notice.

## OPERATION

### PROGRAM

The basic structure of the program for the SI2003 was kept from the previous SI (see appendix 1 for full program). The program started Sunday afternoon and finished Friday at noon and basically all days began at 8.30 and ran until 5.30 pm with a long lunch break from noon until 2.30. Most of the key elements, described in the finishing report 2001, were kept such as; learning partners, log book, pre reading and pre thinking exercise, English as working language, senior participants, home teams, a six month letter and the like.

An attempt was made to structure the content of the program in an even more organic way than at the previous SI. Also some parts of the content were altered in order to adjust to this years' theme: *learning partner building identity*. The following are some comments on the changes made in the 2003 program.

#### The Theme

The intention behind the theme *learning partner building identity* was to stress some of the main issues in and aspect of teaching in higher education. The notion of going from teaching to *learning* the importance of finding *partners* or colleagues to engage in the team effort of developing a better educational situation in higher education, the idea of *building* a constructive and developing attitude towards educational development and the understanding of the growing and/or changing *identity* in the learning process. The words must not, however, be read separate but as a full sentence or in pairs and thereby slightly shifting in meaning.

As a consequence of the new theme, the content of the program was slightly altered. The issue of language as a key factor in learning and different aspects of building the teachers' and students' identity got more space in the program while less focus was put on oral communication and the "performing" aspects of teaching.

#### Pre Reading and Pre Thinking Exercise

The pre reading exercise was altered from the previous year. The text *Scholarship Reconsidered: Priorities of the Professoriate* by Earnest L Boyer (NY, 1990) was chosen, primarily for two different reasons. The primary reason was to give the participants a chance to get acquainted with a text that is widely discussed in the educational development discourse, nationally as well as internationally. Since the text was available on the forum web site (see below), an additional reason was to make the participants find their way to the web-forum.

In order to get the participants' minds set on the theme of the SI, a pre thinking exercise was presented to them approximately three weeks prior to the institute. The exercise is to be found in appendix 2.

#### Online Forum

A web-based forum, billboard type, for digital discussions was set up prior to the SI03. The purpose was primarily to give the participants a chance to introduce themselves and to get to know each other. All participants were asked to introduce themselves and, if possible, pose a question or topic for discussion. Another intention is that the forum also will fill the need expressed from previous SI participants as a means for continuous communication, co-operation and support between SI alumnus. Hopefully, that will help strengthen them in their role as important change agents.

#### Guest Speaker and Alternative Activity

Already in the first SI, the idea was to have a guest speaker in the middle of the program to break the monotony and bring in an alternative perspective on educational development during the week. As a result of a rather late cancellation of a planned guest speaker, it was decided to visit the Restaurant Academy at Grythyttan (a department at Orebro University) for a seminar on *how to research and teach in the*



*culinary art*. In conjunction to the seminar and as a team building activity, we also engaged in a cooking activity under the supervision of three students from the chefs- and sommelier programs at the Restaurant Academy.

### **Organisation**

An important change for the SI03 operation was the significant addition of an extra member of the project planning team, Åsa Rurling from the Council. To have a dedicated person who could focus on administrative and practical things, leaving the educational aspects to the rest of the team was a tremendous asset.

## CONCLUSION

### FINANCIAL REPORT

The table below shows the economical budget and result for SI2003 and the result from the two previous SI's. The total cost for SI2003 was SEK 488.000, almost exactly the same cost as SI2001 and about minus 20% subject to budget.

Activity	SI2003		SI2001	SI2000
	budget	result	result	result
International planning meeting	40	5	31	64
Selecting committee	5	12	5	---
Food and accommodation	275	235	210	294
Travel costs for participants	60	28	28	60
Travel costs for international guests	40	39	41	80
Remuneration for international guests	0	0	---	42
Remuneration for guests speakers	20	29	15	8
Literature for participants	20	0	2	
Project assistant	---	---	---	---
Food and accommodation for reunion	25	20	23	---
Travel costs for reunion	50	13	12	---
Other expenses	50	90	59	70
Compensation for office expenses	13	15	54	
<b>ΣTotal</b>	<b>598</b>	<b>486</b>	<b>480</b>	<b>618</b>

In thousands of SEK

Some remarks are important to make, concerning the budget. The reduction of costs for the "International planning meeting" was made possible through a generous invitation by the Hong Kong University. In their planning for a Summer Institute at HKU, they managed to pick up the costs for travel and accommodation for the meeting. The cost for guest speakers is significantly higher for SI03 than SI01. The reason being that a late drop out forced us to a late and somewhat expensive alternative, "active cooking" at the Restaurant Academy at Grythyttan. It turned out to be one of the most appreciated activities during the week, educationally as well as socially, why it can hopefully be considered "money well spent". Also the cost for "other expenses" is notably higher than budget. Here the cost for the Swedish facilitator is entered (SEK 45 thousand). Since Mona Fjellström was part of the planning team at SI01, her cost was not budgeted for that SI.

As in the report from SI2001 it is important to mention that it must not be taken for granted that international guest will participate without remuneration in the future. It is also important to point out that travel costs for the participants can be kept low only if the site is in a central part of Sweden. Finally, it is of significance to point out that in none of the results above, the cost for the project management team is included. This would have been a difficult task for this last year since it would have been hard to

estimate how many hours Åsa Rurling, planing officer at The Council spent on the project. A not so accurate (nor brave) calculation is that it would have exceeded the costs for project management teams from previous years by some 10-15%.

## **PARTICIPANT EVALUATION SUMMER INSTITUTE 2003**

### **Formative evaluation**

Feedback cards were handed out by the end of each day during the four first days. The participants were supposed to write down their feelings/thoughts about

- Day 1: How do I feel about the coming week?
- Day 2: I have learned/new insights I have developed
- Day 3: I like..., I like..., I wish...
- Day 4: Ideas to bring home

Below is a very brief summary of what has been written on the feedback cards.

#### *Feelings about the coming week (after day 1)*

There was a very positive feeling about the Summer Institute and the group after the first day. Words that were used are Curiosity, Excitement, Joy, and Privileged. They were also looking forward to learning a lot during the week.

#### *Things I have learned/insights I have developed (after day 2)*

Many of the participants seem to have taken on the idea of seeing a subject as a language. They also seem to have been inspired from that insight.

The day also seems to have made the participants think about the importance of their first meeting with the students.

They also started to think about the balance between teaching and research and how to meet all expectations.

#### *I like..., I like..., I wish... (after day 3)*

There are a lot of different things written on the feedback cards after day 3.

Some examples under the headline "I like..."; the presentations by the groups earlier that day, to reflect on professionalism, to discuss and learn more about pedagogical matters and tools, the different perspectives and experiences and discussions in the group, the idea of using the metaphor of "story" in a wider perspective and the idea of a teaching portfolio.

A lot of different "wishes" were also stated, for example the wish to learn more and to keep everything "in the head". They also wish to have colleagues to discuss these matters with when they get back. Some of them also wish they had more time to reflect and to process everything they have heard about and discussed. There are also some participants who wished that the seminar they had just attended (at the Restaurant Academy) had been clearer and more informative.

#### *Ideas to bring home (after day 4)*

The participants seem to have a lot of ideas they want to try at home. Some examples:

Assessment, feedback cards, focus on the process rather than the result, teaching a subject as a language and peer review. Some of the participants want to start a discussion at their department about goals, what is learning and so on. Quite a few of them also want to start putting together a teaching portfolio when they get back.

**Summative evaluation (assessment form on Friday)**

(22 out of 22 possible answers)

*1 Was the information you received PRIOR to the institute:*

	Yes	No
Clear?	19	1
Sufficient?	20	1
Accurate?	19	1

The participants felt very welcome to the Summer Institute. Some of them state that the book “Scholarship reconsidered” by Boyer, was good as a pre-thinking exercise. The use of the logbook could have been stressed more.

*2. How important/useful/worthwhile do you consider each of the components of the Summer Institute?*

(4= very important/useful/worthwhile, 3=important/u/w, 2= Somewhat i/u/w, 1= Not i/u/w)

Date	Theme	
Sunday, May 18	Picture exercise	3.2
Monday, May 19	The academic role	3.8
	Academic scholarship	3.3
	Language, literacy...	3.3
Tuesday, May 20	Professional competence	3.5
	Teaching portfolios	3.5
	Restaurant Academy	2.7
Wednesday, May 21	What is learning	3.5
	Assessment	3.8
	Concept mapping	2.6
	Collegial feedback	3.6
Thursday, May 22	Role play	3.7
	Networking	2.8
Friday, May 23	Evaluation	3.7

Overall the sessions got positive feedback. The seminar at the Restaurant Academy though was not very popular, while the active dinner session was very positive, both as a group activity and because it was fun.

### *3. Level of satisfaction with the content*

The average grading was 9 (out of 10). Some of the participants missed more concrete methods, but overall the participants were very satisfied with the content. Many of the participants are very positive towards the whole group of participants.

### *4. Feedback for the instructors/facilitators*

The participants were very satisfied with the instructors/facilitators and the mix of people in that group. However, the participants wish that the instructors would have shared more of their experiences from higher education.

### *5. Own contribution to the course*

Most participants feel they have contributed actively to the course; some of them more in the group discussions than in the large group. It seems like the atmosphere of the group made it possible to be active. One or two state that they did not contribute as much as they would have wanted.

### *6. Most significant idea to bring from the Summer Institute*

Some of the participants will bring very concrete ideas that they will try in their own teaching (e.g. learning teams, assessment, subject as a language). Other participants state that the network itself and the feeling of belonging to a community are the most significant things they will bring from the week. Another important aspect to bring is the different roles of a scholar.

### *7. Would you recommend the Summer Institute to others?*

Definitely	22
Likely	0
Unsure	0
Unlikely	0

### *8. The value of the Summer Institute*

The Summer Institute has given many participants self-confidence, both on a personal and a professional level. The participants have also become more aware of the different roles of a scholar.

Some of the participants state that they have difficulties in pointing out the value at the moment - "only the future can tell".

*9. Indicate your level of satisfaction with the following aspects of the Summer Institute.*

Level of satisfaction	High	Medium	Low
Location	19	3	
Comfort of meeting rooms	12	9	1
Comfort of accommodation	20	1	1
Number of breaks	20	2	
Timing of sessions	21	1	
Food/Meals	20	1	

Most participants were highly satisfied with the different aspects. The comfort of meeting rooms could have been better though.

*10. English as the working language*

It was OK to use English and it was good practice. It might have hindered some of the participants in the discussions.

*11. Other comments*

- One suggestion is that the participants find their own learning partners.
- Some of the participants would have wanted to work more in the home groups. The joint session with SI01 did not work very well. The purpose was unclear and the result was not very fruitful.
- Some of the participants state that the role of the senior teachers was unclear, both for the participants and for the seniors themselves (it seemed).
- One person noticed that men spoke more than women in the large group and suggests that the climate of discussion change in favour for women and those who are not so straightforward.
- Some of the participants suggest more group activities such as sport activities.
- One of the participants points out the problem with having a big meal so late (dinner), but most participants were very satisfied with the food and that is good to be spoiled during the week.
- Some of the participants would have liked to have Internet connection or at least information about that the possibility to connect to Internet was very limited.

## **THOUGHTS FOR THE FUTURE**

### **Interpreting the Evaluation**

In reading the evaluation above it is obvious that the participants over all are satisfied with the weeklong Summer Institute 2003.

Since the summative evaluation basically looks the same for the three Summer Institute's, it is tempting to begin a comparison. That would, however, mean to forestall the evaluation initiated by the Council and carried out by Assistant Professor Anita Rissler.

### **Time for Preparation**

An activity such as the SI is easily institutionalised in a way that it loses its dynamic and vigorous qualities. It must not be *repeated* but *recreated* every year. In preparing the SI2001, every part of SI2000 was scrutinised and questioned. Every fragment had to be argued for and if the argument was not standing the test, it was left out. Having new, challenging members on the PPT was crucial for this process.

The operation of the actual SI-week is only the tip of an iceberg of what actually is the entire project. Careful preparations in all parts, such as choosing the venue, talking to the participants, efficient travel arrangements etc are all vital ingredients to what becomes the SI-experience to the participants. These are all activities that are time consuming and in many cases need to be done well in advance in order to be done in a professional and cost-effective manner.

The above mentioned are important arguments for making early decisions on if and when to run future SI's, allowing a period of not less than 10 months for preparation.

### **The Age Limit**

As information about SI01 and 03 was distributed, a number of people got in contact to discuss the age limit of the SI. "Young teachers tend to be more alive and creative anyway, it is the older that need a creative input" is a typical line of reasoning. It was also argued that it was unfair to have the same age limit for teachers from the humanities and the sciences, since PhD students normally are older in the humanities.

Whether the age limit should stay at 35 or be raised to 40 could be discussed. The decision of setting the 35-years limit was made more or less randomly during the preparation of the first SI. Nevertheless, the quality in having primarily young participants has proven to generate a certain energetic ambience to the SI and should be kept. Also, initiatives similar to the SI but geared towards other age groups could be worth considering as alternative activities.

### **Networking**

The SI's has proven to generate groups of young and very wholehearted higher education teachers willing to support each other in networks by sharing ideas, methods and most important enthusiasm. However, as they return to their home universities and university colleges, they no longer have the support from the other SI-participants in their daily life. Measures should be taken to help keep these networks. This could be done by electronic networks, in discussion groups, billboards and the like. Shorter regional reunions could also be arranged. They could be planned well in advanced, even before the SI-week, and could be co-arranged with the local chapters of the Society for Living Pedagogues and/or educational development units/centres.

SI's with similar character are being increasingly common on the international higher education arena: Stanford, University of Madison, Prince Edward Island, University of Singapore are some examples. For the future success and improvement of the SI-idea it would be valuable to take an initiative to build an international network for the institutions initiating SI's with the primary objective of sharing and exchanging ideas. It could also be an incentive for the international aspect of SI, such as finding new facilitators etc. Last but not least it would be a way to promote Swedish educational development of higher education in an international context.

### **Acceptance Process**

As has been mentioned before, the unexpectedly big increase of applications was a bit of a surprise this year. This made the acceptance process much more complicated and the workload for the acceptance committee much heavier than in previous years. It is likely, that the number of applicants will rise even more in the years to come, why changes in the acceptance process should be considered.

First of all the standards for acceptance should be re-thought. To what extent should gender-, subject- and university diversity matter? Should some of the standards differ from different subject areas, since subject cultures vary so much? In appendix 3 Bedömningsprinciper (page XX, in Swedish) the acceptance committee describes the standards they used in their selection. This could be used for inspiration.

To administer the new set of standards the application form needs improvement. A suggestion (brought up by the acceptance committee) is to ask the applicants to comment on their own teaching philosophy. Also, it might be good to have the application forms written in English, so that all members in the planning team fully can get to know the participants prior to the SI. Forms in English would also stress the sometimes not fully understood fact that the SI is conducted in English and would also allow for an international member on the committee.

### **Senior Participants**

This year, for the first time, the role and function of the Senior Participants has been questioned in the evaluation. Originally the idea of having Senior Participants involved was thought of as a way of involving and interacting with The Society of Living Pedagogues. However, as the activities are drawn away from the Society to the Council and since the future for the Society is very much discussed, it might be that the seniors should be left out in the future. Or, they should have a reconsidered and clearer role? However, it must be pointed out that the seniors have been appreciated in the evaluations from the two first years.

### **Brochure**

After the second SI, some of the participants came up with the idea of having a brochure about the SI activity made. Since the SI is a rather unknown activity and the status participation will give is dependent on this knowledge; a wide spread brochure could be an important factor for participants possibility to fully use the participation in their CV's and the like. Two years after the idea came up, the brochure still does not exist. Hopefully, this issue is given high priority in the coming SI-year. An idea would be to have a supporting web site that can help keep the brochure up to date as an information instrument.

### **Reunion and Higher Seminars**

The SI experience is seen as an impulse to an ongoing, preferably life long, interest in learning about educational development for the participants. It also intended to be a starting point for an ongoing change in Swedish higher education "from teaching to learning" and one step in the process of giving educational aspects a higher status. Therefore, it is essential to give the participants opportunities to broaden and deepen their knowledge in different educational aspect and to develop their networking. As a step in this direction an attempt has been made during the last two years to have reunions with the previous year's participants linked to the SI's. These reunions have not worked out well (see evaluations from SI01 and SI03), but have proven the need for some kind of post-SI activity.

A suggestion could be to have a yearly reunion activity during the fall or winter in the form of a Higher Seminar or workshop. These could deepen one or two topics brought up the previous SI and could be a good meeting point for past SI's participants, where experiences of different educational development project are shared.



## **FINALLY**

The Summer Institute has meant lots of hard work, many learning opportunities and many good memories. But most of all it has given me an opportunity to meet with a number of interesting, competent and dedicated colleagues. My gratitude to all of them, in particular Mona Fjellström, John Jones, Annika Lundmark, Jonas Nordquist, Sergio Piccinin, Catherine Robinson, Åsa Rurling, and Laine Strömberg. The very best of luck to those who have decided to take up on next lap of the relay, Magnus Gustafsson and Charlotte Silén. Finally I would like to thank The Council for Renewal of Higher Education for showing confidence in me and allowing me to be responsible for the Summer Institute during these years.

I hereby declare the Summer Institute 2003 — learning partner building identity — completed and closed.

Stockholm, Sweden, October 2, 2003

Magnus Kirchhoff  
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## APPENDIX

### 1. PROGRAM FOR SUMMER INSTITUTE 2003 - LEARNING PARTNER BUILDING IDENTITY - MAY 18-23 AT AKERBY MANSION

	Sunday 18	Monday 19	Tuesday 20	Wednesday 21	Thursday 22	Friday 23
7:30	Arrival	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:30		Feedback	Feedback	Feedback	Feedback	
9:00		The academic role Teaching and research in harmony?	Developing a professional competence Are we professionals as teachers?	What is learning? Can we really define what learning is?	Coping with everyday professional life Role play in Swedish	Feedback Evaluation
		Academic scholarship: what's that?	Teaching portfolios How do we know that others understand what we know?	Roles and functions of assessment Why and how do we assess?		Closing session
12:00		Lunch	Lunch	Lunch	Lunch	Farewell lunch
14:00					Some of last years participants arrive	13:45 Departure
14:30	↓	Language, literacy, metaphors, discourses What impact does language have on learning?	Seminar at Restaurant Academy at Grythyttan Guest speakers: Christine Keffel, set designer & Erika Nordin PhD-student from department of Restaurant & Culinary Art at Örebro University	Concept mapping A way to understand learning and to learn to understand?		
	15:00 Welcoming session Who are you? Picture exercise House keeping Photo session			Collegial feedback Improved professionalism by peer review		
17:30	Reflection	Reflection	Reflection	Reflection	Reflection	
19:00	Welcoming dinner	BBQ dinner (out door)	Active dinner at Restaurant Academy	Dinner	Official SI2003 dinner	

## 2. PRE-THINKING EXERCISE

Before coming to the institute we would like you all to read chapters one, two and six from the book *Scholarship Reconsidered. Priorities of the Professoriate* by Earnest L Boyer (NY, 1990) pp 1-25 & 65-74. You can download the complete book for free at <http://www.hgur.se/forum> (see further down for instructions). *Scholarship...* has in its ten years existence become somewhat of a classic among books on educational development in higher education. When reading the text, we would like you to consider the following questions:

- If the present American higher education situation, as Boyer suggests, is based on a tradition that is some 350 years old, how do our traditions, starting in Bologna some 1.000 years ago, or maybe even in Athens some 2.500 years ago, effecting us today? Are these influences appropriate today? Why, why not? What should be left out, what should get some extra care?
- In chapter two Boyer describes what he considers to be the four scholarships in higher education. Would you agree with his description? Should something be added?
- From Boyer's four scholarships, or your own description of what working in a university/university college setting is about, try to consider your own situation. How much time and effort do you spend on the different scholarships? Has this changed over the years?
- Finally, Swedish Higher education has gone through many changes over the last ten-fifteen years; an about 50% increase of students, a number of new universities and university colleges, so called untraditional student groups etc. The changes seem to continue and might even increase as big numbers of scholars are retiring within the next five to ten years. How do you picture higher education in the future, say 5-10 years from today? What will be your position then and there?

We will not expect you to hand in a paper answering the above questions. But it would be good if you took some time to seriously reflect on them, and maybe take down some notes in the logbook, mentioned above.

### 3. BEDÖMNINGSPRINCIPER

#### Om bedömningsprinciper Sommarinstitutet 2003

##### *Steg 1 - Sortera bort!*

Ansökningar med födelseår före 1968, ålder skall vara högst 35 år

Ansökningen skall vara poststämplad 15/10

Undervisningserfarenhet som är mindre än 80 tim

Avsaknad av pedagogisk utbildning på högskolenivå

##### *Steg 2 - Bedömningar av pedagogiska meriter och forskningsmeriter*

#### PEDAGOGISKA MERITER

Antalet undervisningstimmar är mindre viktigt än den pedagogiska grundsynen, d v s kvalitativa bedömningar är viktigare att göra - helst en holistisk bedömning där vi tar hänsyn till följande tre aspekter:

- 1) att de meriterat sig genom att gå pedagogiska kurser för undervisning inom högre utbildning eller genomfört annan längre lärarutbildning på högskolenivå
- 2) Motiveringen i ansökan till Varför söker du SI2003? kan ge värdefull information. Det verkar ju rimligt att man tänker över sina ord när man bara har fyra rader på sig och inte skall lämna med CV eller annan dokumentation. Samtidigt är det många som använder kodorden i inbjudan - engagerad, pedagogiskt förhållningssätt, medveten om egen pedagogisk grundsyn, öka entusiasmen, intresse för lärande och undervisning, lärandet i centrum, reflekterande arbetsformer. Det måste vi vara observanta på!

Trots denna svårighet tror jag att det går att göra en grovsortering här. Vid Pedagogiska Akademin, LTH använder de sex bedömningskriterier som vi kanske kan ha glädje av att diskutera för vår bedömning också:

- i vilken utsträckning man utgår från ett lärandeperspektiv till skillnad från ett lärarperspektiv
- personlig pedagogisk filosofi
- utveckling över tid genom pedagogiska kurser, kursutveckling etc
- delat sina pedagogiska erfarenheter med andra
- tvärvetenskaplig samverkan kring kursgivande och kursutveckling
- personlig pedagogisk orientering mot framtiden - medvetna pedagogiska mål

En medvetenhet av det här slaget skulle jag gärna vilja se på de fyra raderna eller läsa om i rekommendationsbrevet.

3) Pedagogiskt intresse enligt rekommendationsbrevet, gärna utveckling enligt punkterna ovan i någon form.

4) Vid genomläsningen av ansökningarna visade det sig också vara värdefullt att ta hänsyn till följande som extra meriter: uttryckt betydelse i rekommendationsbrevet från institutionens sida att få del av kandidatens erfarenheter från SI, meriter såsom förtroendeuppdrag i fakultet, internationella kontakter av betydelse, pedagogiskt pris eller forskarpris samt om sökande aktivt tagit initiativ till att utveckla kurser eller läromedel.

Med utgångspunkt från detta görs en helhetsbedömning på en tregradig skala enligt förslagsvis:

3 = välmeriterad

2 = meriterad

1 = mindre väl meriterad eller tveksamt underlag

### *Forskningsmeriter*

1) Man skulle kunna ställa upp någon form av ålderskriterium, t ex ha disputerat före 34 års ålder eller ha antagits till forskarutbildningen före 26 års ålder och ej ha hållit på med avhandlingen längre än 6 år efter antagningen till forskarsutbildningen och sedan använda det här kriteriet med försiktighet med tanke på skillnader mellan fakulteter i tid fram till disputation.

2) Rekommendationsbrevet blir viktigt att luta sig mot - men validiteten i rekommendationsbrev är ju problematisk. Dock en mycket viktig informationskälla! Se också speciella meriter under 4) som kan gälla forskningen.

Samma sammanvägning till en helhetsbedömning som ovan:

3 = välmeriterad

2 = meriterad

1 = mindre väl meriterad eller tveksamt underlag

### *Önskvärd spridning av bakgrundsvariabler*

Utifrån de två bedömningar ovan, där båda bör väga in lika tungt, är det sedan fråga om att ta hänsyn till andra viktiga kriterier, så att det blir god spridning på deltagarna enligt vad som sägs i inbjudan, enligt denna rangordning, den viktigaste först:

1) gruppering av ansökningarna i fyra grupper: 1) kvinnliga disputerade, 2) kvinnliga doktorander, 3) manliga disputerade, 4) manliga doktorander

2) rangordning inom respektive grupp ovan utifrån helhetsbedömningarna ovan där pedagogiska och forskningsmeriter bör väga in lika tungt

3) det visade sig finnas en mycket traditionell koppling mellan genus och vetenskapligt ämnesområde. Med tanke på Rådets uppgift tog vi hänsyn till detta och lyfte in sökande med otraditionella ämnesval inom varje kategori sökande

4) vid likvärdig meritering eftersträvade vi lärosätesspridning.

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### *Synpunkt inför nästa tillfälle*

De två frågorna på förstasidan - Varför söker du SI2003? samt Vad kan Du bidra med till institutet? - ger ofta inte mycket information till bedömare. Jag skulle hellre ha önskat att få kandidaternas egen beskrivning av den personliga pedagogiska filosofi. Svår uppgift men värdefull och kanske mer utslagsgivande!

Anita Rissler ar@psychology.su.se

#### 4. LIST OF PARTICIPANTS

Last name	Given name	University	Department
Ahadi	Aylin	Lunds tekniska högskola	Avdelningen för mekanik
Almegård	Mats	Göteborgs universitet	Inst för tyska och nederländska
Boschini	Anne	Stockholms universitet	Inst för nationalekonomi
Eckert	Gisela	Linköpings universitet	Inst för beteendevetenskap
Edvardsson	David	Umeå universitet	Inst för omvårdnad
Eriksson	Anders	SLU	Inst för mikrobiologi
Estling Vannestål	Maria	Växjö universitet	Humaniora
Forssén	Christian	Chalmers	Inst för experimentell fysik
Fredlund	Elisabeth	SLU	Inst för mikrobiologi
Frithiof	Robert	Karolinska Institutet	Inst för fysiologi och farmakologi
Göransson	Olga	Lunds universitet	Inst för cell- och molekylärbiologi
Hilleras	Pernilla	Sophiahemmets sjuksköterskeskola	
Larsson	Christel	Umeå universitet	Inst för kostvetenskap
Lundgren	Per	Chalmers	Mikroelektronik
Martin	Viktoria	KTH	Inst för kemiteknik
Mattheos	Nikolaos	Malmö högskola	Tandvårdshögskolan
Neves Rodrigues	Joachim	Lunds universitet	Inst för elektrovetenskap
Oldsjö	Fredrik	Stockholms univ/Uppsala universitet	Inst för klassiska språk
Pederson	Robert	Luleå tekn univ	Tillämpad fysik, maskin och materialteknik
Tingsell	Sofia	Göteborgs universitet	Inst för svenska språket

*Deltagare från  
Levande Pedagogers  
Sällskap (LPS)*

Ingemarsson	Ingemar	Rådet för högre utbildning
Malmgren	Göran	Södertörns högskola

*Kursledare/projektled  
ning*

Fjellström	Mona	Umeå universitet
Jones	John	The Hong Kong Polytechnic University
Kirchhoff	Magnus	Teaterhögskolan
Robinson	Catherine	Hong Kong University
Rurling	Åsa	Rådet för högre utbildning

## 5. LIST OF LITERATURE

The following is a list of literature that was used, presented and/or suggested during the SI 2003:

- Angelo, T. A. & Cross, K. P. (1993) *Classroom Assessment Techniques*. Jossey-Bass, Chichester.
- Argyle, M (1975, 1996) *bodily communication* (second ed) Routledge, London, NY
- Bergenheim, Å. (2001) *Inspirationskälla, föredöme, tränare och kollega. Forskarhandledares visioner och verklighet*. Skriftserie från universitetsförvaltningen 2001:1, Umeå universitet. Finns också att hämta på [www.upc.umu.se/verksamhet/publikationer.html](http://www.upc.umu.se/verksamhet/publikationer.html)
- Bessman, M & Mårtensson, D. (1991) *Kursvärdering för ökad kvalitet. Vägledning och exempelsamling* (fd UHÄ) Högskoleverket, Stockholm.
- Biggs, J (1999) *Teaching for Quality Learning at University*. Open University Press, Philadelphia.
- Bowden, J & Marton F, (1998) *The University of Learning* Kogan Page Limited, London & Stylus Publishing Inc., Sterling, Va?
- Egidius, H. (1999) *PBL och casemetodik. Hur man gör och varför*. Studentlitteratur, Lund.
- Fjellström, M (2002) *Kursutvärderingar – stöd för lärande och utveckling* Skriftserie från universitetsförvaltningen 2002:1, Umeå universitet. Finns också på [www.upc.umu.se/verksamhet/publikationer.html](http://www.upc.umu.se/verksamhet/publikationer.html)
- Fjellström, R. (1999) *Etik och moral i högre utbildning – ett diskussionsunderlag* Enheten för personalutveckling, Umeå universitet.
- Franke-Wikberg, S. (1992) *Utvärderingens mångfald – några ledtrådar för vilsna utbildare* (fd UHÄ) Högskoleverket, Stockholm.
- Freire, P, (1970, 1993) *Pedagogy of the Oppressed*. Penguin Books, London.
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- Handal, G. (1999) *Kritiske venner – bruk av interkollegial kritik innen universiteten*. [www.upc.umu.se/verksamhet/kursutvardering.html](http://www.upc.umu.se/verksamhet/kursutvardering.html).
- von Hentig, H (1998) *Bildning eller utbildning?* Daidalos, Göteborg
- Hult, H. (1998) *Examinationen och lärandet – en översikt, analys och värdering av examinationens roll inom högre utbildning* CUP-rapport 1998:01, Linköpings universitet.
- Liedman, S-E (2001) *Ett oändligt äventyr. Om människans kunskaper*. Albert Bonniers Förlag, Stockholm.
- Lundmark, A., Strömberg, L. & Wiiland, T. (1999) *Mest lika – delvis olika. Hur upplever kvinnliga och manliga studenter sin studerandesituation?* Rapportserie från enheten för utveckling och utvärdering 1999: 19, Uppsala universitet.
- Mentkowski, M & Associates (2000) *Learning That Lasts - Integrating Learning Development and Performance in College and Beyond*. Jossey-Bass Publishers, San Francisco
- Marton, F & Booth, S. (2000) *Om lärande*. Studentlitteratur, Lund.
- Nielsen, K & Kvale, S. (red) (2000) *Mästarlära. Lärande som social praxis*. Studentlitteratur, Lund.
- Stenaasen, S & Sletta, O, (1997) *Gruppprocesser - om inläring och samarbete i grupper*. Universitetsförlaget, Stockholm
- Säljö, R. (2000) *Lärande i praktiken. Ett sociokulturellt perspektiv*. Prisma, Stockholm.
- Trowald, N. (1997) *Råd och idéer för examinationen inom högskolan*. Högskoleverkets skriftserie 1997:14 R, Stockholm. Läggs in HSV:s web-sida där den finns
- Westin Hellertz, Pia (1999) *Kvinnors kunskapssyn och lärandestrategier? - En studie av tjugosju kvinnliga socionomstuderande*. Örebro Studies 17, Örebro universitet (avhandl)
- Web-adress för exempel på frågor och exempel på kursvärderingsformulär:  
<http://www.UoU.uadm.uu.se/> under rubriken Kursvärderingar.

## 6. MINNESANTECKNINGAR FRÅN MÖTE MED REFERENSGRUPPEN FÖR SOMMARINSTITUTET 2003, 2002-12-16

Närvarande: Magnus Kirchhoff (sammankallande), Malin Almstedt, Mona Fjellström, Magnus Gustafsson, Åsa Rurling

- Lägesrapport SI-03:
  - Magnus K är projektledare för SI-03. Åsa Rurling från rådets kansli arbetar tillsammans med Magnus med planeringen. Mona, John Jones och Catherine Robinson kommer att delta under internatveckan.
  - 20 unga lärare har antagits till Sommarinstitutet. Urvalsgruppen har bestått av Lars Haikola (ordförande i rådet), Pia Hellertz (LPS) och Anita Rissler (LPS).
  - Det är inte klart var Sommarinstitutet kommer att hållas ännu. Det pågår en offentlig upphandling som bör vara klar i januari.
  - Magnus K kommer att åka till Hong Kong i februari/mars för att planera tillsammans med John och Catherine. Då kommer de också att planera ett kinesiskt Sommarinstitut som ska äga rum i Hong Kong.
  - Magnus, Mona, John och Catherine har alla signalerat att SI-03 är deras sista sommarinstitut. Magnus Gustafsson har föreslagits till ny projektledare om rådet väljer att fortsätta sin satsning på Sommarinstitutet.

- SI-vision.

Gruppen diskuterade Sommarinstitutet i ett längre perspektiv – Målgrupp? Är det ett bra sätt för rådet att stötta pedagogisk utveckling, både individuellt och på lärosätetsnivå? Bredare deltagande, t ex nordiskt?

Rådet har hittills beslutat år från år att ett sommarinstitut ska anordnas. Ett större grepp behövs, dels för planeringens skull, men också för att det ska bli ett led i att stötta den pedagogiska utvecklingen.

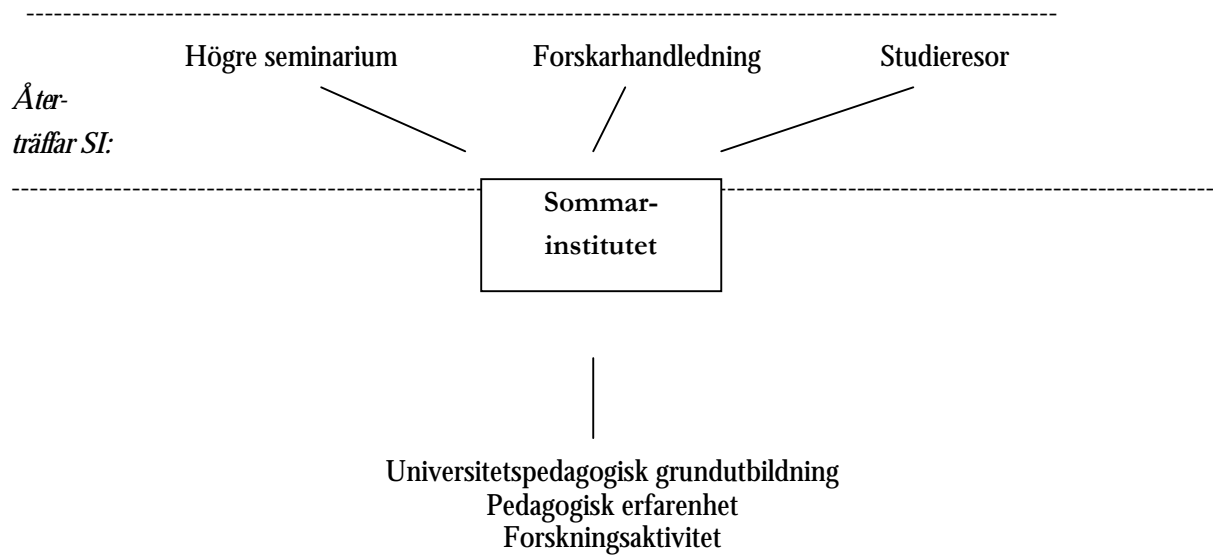
Gruppen diskuterade den åldersgräns som finns. Både Magnus och Åsa har fått ta emot en hel del synpunkter på just åldersgränsen. Eftersom det ser väldigt olika ut inom olika ämnesområden, kan åldersgränsen på 35 år verka diskriminerande för en del. Magnus G och Malin, som tidigare deltagit i SI, ansåg att det var viktigt att man vänder sig just till unga lärare, att de blir sedda. Det är viktigt att unga lärare uppmuntras så att de vill stanna kvar inom universitetsvärlden. Mona föreslog att man i stället för att ha målgruppen unga lärare upp till 35 år, skulle vända sig till personer som i framtiden kan komma i ledarställning på olika sätt.

Åsa informerade att rådet vid sitt senaste möte kort diskuterade Sommarinstitutet. Bland annat framfördes önskemål om att man skulle titta på vad som hänt med dem som tidigare gått SI. Vad har de för position i dag? Undervisar de? Hur har de tagits till vara av lärosätet/institutionen? Det kan vara lämpligt att genomföra en sådan utvärdering när det är tre kullar som har genomgått SI.

Det är också viktigt att se helheten, d.v.s förutom internatveckan så bör man även diskutera hur nätverket ska leva vidare och hur man ska kunna erbjuda fortsatt utveckling i form av bl.a. återträffar.

En möjlig helhetsbild skulle kunna vara:





Ledamöterna uppdrog åt Magnus K att framföra referensgruppens syn på Sommarinstitutet i framtiden samt behovet av god framförhållning och kontinuitet. Skrivelsen tillställs rådets ordförande och huvudsekreterare.

- Gruppen diskuterade möjliga gästföreläsare till SI-03. Olika förslag till områden och/eller personer som kom upp:
  - Lasse Gustavsson om förändring/förändringsarbete
  - Genus (möjligen Katarina Hamberg, Umeå universitet)
  - Mångfald (en möjlig person är pressekreterare på UD)
  - Förtrogenhetskunskap ("tyst kunskap"), Ingela Josefsson vid Södertörns högskola.
  - Steinar Kvale om lärlingsskap
  - Gunnar Handahl om kritiska vänner och handledning
  - Snowden – Knowledge production
  
- Nästa möte med referensgruppen äger rum den 20 mars, kl. 12.00 på Teaterhögskolan. Mötet börjar med lunch.

Vid minnesanteckningarna,

Åsa Rurling

## 7. BREV TILL RÅDET FÖR HÖGRE UTBILDNING ANG SOMMARINSTITUTETS FRAMTID

Magnus Kirchhoff  
Pedagogisk utvecklingschef

Stockholm, 23 januari 2003

Rådet för högre utbildning  
Box 7285  
103 89 Stockholm

### Angående Sommarinstitutets framtid

Nu närmare sig det tredje Sommarinstitutet (SI) och därmed också slutet på mitt snart fyraåriga engagemang i denna verksamhet. I mitt uppdrag för i år ingår att fundera över framtiden för verksamheten, bl a genom att föreslå och i viss mån skola in en ny projektledare.

Eftersom jag ser SI som en på flera sätt unik verksamhet, har jag sökt en tänkbar efterträdare bland de som tidigare deltagit i SI och därmed har en inre förståelse för verksamhetens särart. Mitt val har fallit på Magnus Gustafsson, språklärare vid Chalmers och deltagare i SI2000. Valet har varit svårt eftersom alla deltagare i Sommarinstitutsverksamheten har mycket goda meriter. Men Magnus *extraordinära* engagemang för och insikter om pedagogiska frågor och studenters lärande märktes redan under SI-veckan. Senare har jag haft kontakt med honom vid flera tillfällen i Göteborg och fått min bild av honom som en på alla vis driven pedagog bekräftad. Hans position som humanist på en teknisk högskola gör också att han har en för SI-verksamheten viktig inblick i två skilda subkulturer inom högskolekulturen.

Då Magnus har en strategisk och långsiktigt tänkande ådra, är det avgörande för hans eventuella framtida engagemang hur Rådet för högre utbildning (RHU) ser på Sommarinstitutets framtid. Denna fråga kom också att diskuteras på referensgruppens första möte i december.<sup>2</sup> Referensgruppen uttryckte då att de ville se att Rådet tog ett mer samlat grepp och gärna satte in SI i ett större perspektiv där tidigare deltagare under speciella Vinterinstitut (VI) ges möjlighet att utveckla olika egenskaper som skulle kunna göra dem till "ambassadörer" för pedagogisk utveckling. VI skulle då kunna ses som en slags högre seminarier som behandlar frågor som t ex *pedagogiskt ledarskap*, *kvalitetsutveckling*, *forskarhandledning* eller *forskarhandledningsutveckling*. Dessa VI/högre pedagogiska seminarier skulle kunna anordnas på regional bas i samarbetet med LPS-avdelningar och eventuellt i form av studieresor inom eller utom landet. På så sätt skulle SI vara ett slags nålsöga och gemensam referensram/historia för en grupp ambassadörer för PU-frågor och som samtidigt skulle känna sig utvalda och bli extra engagerade i PU-frågor. SI skulle också få en annan funktion som ????

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<sup>2</sup> Inför SI03 etablerats har en referensgrupp bestående av Malin Almstedt, SI01, Magnus Gustafsson, SI00, Mona Fjellström, ass projektledare SI02 och Jonas Nordquist, initiativtagare och projektledare SI00.

Referensgruppen var dock också oklar över vad som hade hänt med de tidigare deltagarna och efterlyste en utredning för att om möjligt få reda på hur väl deltagarnas erfarenheter och nyvunna kunskaper kommer lärosäten och studenter till del.

Internationell utblick.....

Med det ovan nämnda som grund skulle jag därför vilja föreslå Rådet för högre utbildning att snarast fatta beslut om följande:

- att genomföra ett SI under våren/sommaren 2004, inklusive en återträff för de som går SI2003.
- att kontakta Magnus Gustafsson för en närmare diskussion om förutsättningarna för honom att överta projektledarskapet för SI-verksamheten.
- att tillsätta en utredning som får i uppgift att utvärdera de tre genomförda SI-veckorna, undersöka vad som hänt med deltagarna från tidigare SI, samt föreslå hur SI:s eventuella framtid kan se ut. Från de genomförda SI finns redan ett gediget utvärderingsmaterial och ett antal intervjuer med tidigare deltagare borde inte vara särskilt svår genomförbart. Förslagsvis kan någon av de sex LPS-deltagarna få detta uppdrag.

Vidare föreslår jag att Rådet för högre utbildning vid sitt första sammanträde för hösten

- fattar ett principbeslut om SI framtid för den kommande tre- till femårsperioden.
- överväger möjligheterna att ta ett initiativ till en internationell konferens om SI-verksamheter för att på så sätt ytterligare höja statusen på SI-verksamheten.

Det är med stor glädje jag har sett Sommarinstitutsidén växa fram, följt den från ax till limpa. Under tiden har jag haft förmånen arbeta tillsammans med engagerade och kompetenta kolleger för att förverkliga det som en gång var Jonas Nordquist intentioner. Nu hoppas jag att Rådet för högre utbildning, gärna i samarbete med LPS, fortsätter att vårda denna "bebis" (för det måste jag tillstå att det har blivit för mig) som jag med stort vanda skiljs ifrån i sommar. Det har därför varit mycket glädjande att se hur väl projektets nya "mamma", Åsa Rurling, har tagit till sig förstått och "levt" idéerna i denna verksamhet. Med Åsa och Magnus som framtida föräldrar kan SI växa sig starkt, det är jag övertygad om. Men de behöver stöd, ett stöd som jag hoppas och tror att RHU kan och vill vara.

Vänliga hälsningar

Magnus Kirchhoff

