Closing Report for

The Swedish Summer Institute 2005

– Learners for Change –

For the Council for the Renewal of Higher Education

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A note on the cover illustration:
During the Summer Institute week in June 2005 in Sunne Värmland, our use of the conference premises coincided for three days with what felt to be a global start up event for the Husqvarna corporation. Their slogan was 'Great Experience' and for the art session on the Tuesday one group of SI participants chose to work the entire Husqvarna environment into their piece. From then on there was only one thing to say about the SI week – it was a great experience!

Introductory remarks

The Swedish Summer Institute (SI) is a pedagogical development project initiated by the Council for the Renewal of Higher Education in Sweden and has been offered with continuous modifications since 2000. The Institute is delivered with support from the Council by a team of two facilitators from Swedish higher education and two international facilitators to a group of 20 new SI participants across Swedish higher education every year. This mixed cross-disciplinary cohort of participants and alumni provides a fair representation of Swedish higher education and its needs. It also generates a very rewarding and active atmosphere for the SI. With this privileged SI atmosphere, a large part of the learning and personal transformation that takes place for participants and facilitators alike during the events of a Summer Institute year is facilitated not primarily through the presentational content, but through the educational processes as experienced and subsequently analysed.

In the project team, we have aimed to model a whole range of approaches during the various SI activities. What links these models, however, is an informed belief in the value of socio-constructivist and phenomenographic approaches to facilitate learning. Hence, we believe that high quality learning situations can be designed by paying attention to a learner's own prior understanding and their personal and professional context; by finding ways to allow learners to internalise new forms of understanding to pre-existing ones; and by engaging learners in purposeful activity to engage them in deep learning. In all of these domains, the personal journey of conceiving and refining an issue or a project for each activity has proved a powerful and motivating mechanism to help our participants achieve conceptual change about teaching and learning through the SI year 2005. For similar reasons, we have strived towards giving participants the opportunity to reflect deeply on their own learning and development, and to improve their meta-cognitive skills as self-reflecting higher education professionals.

The objective of this closing report is to offer an account of the Summer Institute cycle for 2005 and to provide readers with some idea of the factors that influenced the SI in 2005. Naturally, a second objective is to report on some of the ideas and issues that we seek to pursue during the Summer Institute process and evaluate the 2005 version of the SI project. The report therefore, accounts for the planning stage during 2004 and spring 2005 as well as the actual delivery June 5 – 10, 2005. The report also offers a commentary on the follow-up meeting with participants in January 2006 – the Winter Institute. A new component in the SI project for 2005 was an alumni seminar at Malmö University in April. This seminar has been evaluated for the Council for the Renewal of Higher Education separately but a brief commentary about the seminar is included in the report for an holistic view of the SI year. Not surprisingly, the report also mentions the future of the SI project. The Council for the Renewal of Higher Education no longer exists and as of April 1, 2006 the Agency for Networks and Cooperation is the responsible authority.

One of the consequences of the re-organisation has been that there is no obvious forum for publishing the SI case studies funded by the Council for the Renewal of Higher Education during 2004 and 2005. Therefore, a selection of cases is included in this report to reflect the engagement of the participants, the success of the projects, and the value of the Council's effort. In addition, the avid reader will find some of the information and material as well as the guidelines for the admissions board and some minutes from meetings with the reference group among the appendices.

Planning SI05

Planning a Summer Institute starts during the delivery of the previous one it seems. The project team for SI04 collected a large amount of material during and shortly after the 2004 SI and began re-thinking some of the components. The more structured planning process was initiated during the fall as the team was finalised and when the team met in January 2005 in connection with closing the SI04 in the Winter Institute. The planning also continues well into the actual SI05 but for the purposes of the report the planning process ends with the pre-thinking material sent to the participants approximately a month before the SI.

SI05 Team

On closing the SI04 there were already changes announced to the project team. Our Council representative Åsa Rurling changed departments in the Higher Education Authority and was unable to pursue her interest in the SI at first hand. Our first objective then was to introduce her colleague Per Ekman to the concept of the SI work tasks involved in being the Council representative. With initial meetings during the summer and frequent electronic contacts, Per was well-introduced to the prospects of an SI year when the fall tasks approached us. The fall of 2004 also involved a correspondence with Catherine Robinson, who unfortunately had had to cancel her participation in the previous SI04. Catherine recovered as planned and agreed to stay on the SI-team for another year to participate in the planning and delivery of SI05.

Hence the project team of SI05, like many previous SI-project teams, consisted of two national facilitators, two international facilitators and a Council representative:

Per Ekman, The Council for the Renewal of Higher Education

Magnus Gustafsson, Project manager, Head of the Centre for Language and Communication, Chalmers University of Technology.

Catherine Robinson, Centre for the Advancement of University Teaching, University of Hong Kong

Charlotte Silén, Head of the Unit for Pedagogical Development & Research, Linköping University

Neill Thew, Head of the Teaching & Learning Development Unit, University of Sussex at Brighton.

Admission and Venue

During the fall of 2005, Magnus Gustafsson and Per Ekman arranged with the invitation to SI04 and contacted the admissions board from SI04 consisting of Dr. Jonas Nordquist, The Karolinska Institute and project manager of the 2000 Summer Institute, Dr. Lena Vesterlund, Luleå University of Technology and Council board member, Prof. Gunnar Berg, Mid Sweden University. The guidelines for admission were considered valid. Nevertheless, we added to the material excerpts from Anita Rissler's evaluation of the first three SIs as there was potentially

interesting information there regarding participant distribution between universities and disciplines. In relation to this information about the distribution among previous participants, the admissions board were also informed about the many concerned potential participants who contacted us with queries about eligibility in view of their non-traditional educational disciplines. There is in the current guidelines an implicit advantage for participants from the sciences and the demand for research posts or education do not always have any correspondence to the R & D situation for a participant from the arts or creating educations.

The admissions board worked during the latter part of November and selected the 20 delegates as well as reserves. All applicants were contacted in mid-December. In November, the bid for the 2005 SI-venue was also initiated. Since we were satisfied with SIs at Åkerby Mansion we made no changes to the bid. However, this year the bid resulted in the SI moving to the Selma Lagerlöf Conference Hotel in Sunne, Värmland. Seeing that this was a new venue for us I went there in March to get a better understanding of our facilities and the potential of the hotel venue.

Planning meetings

While the planning process for SI05 started already on closing SI04, it was nevertheless less time consuming. This time around everybody in the facilitating team was well aware what an SI meant and we had already made the substantial changes for SI04 which now needed evaluation and modifications. So, unlike the SI04, there was no need for a fall planning meeting. Instead we met in January in Stockholm after the Winter Institute 2005 to plan the SI05 in some detail in view of just having closed the second leg of the SI04.

We agreed that there were crucial aspects of the SI04 we wanted to keep in the SI05 and develop further. The elements we definitely wanted to maintain included the reflective element, the feedback cards, working in different group constellations, the move from assessment to learning, the modelling of our various approaches, the PBL potential, and naturally the projects. There were also successful elements of the SI04 we wanted to re-create but felt we would have to modify or re-think in the new context of the SI05. For instance, the introduction of the art workshop was very important in SI04 and we wanted a similar effect but maybe through a different example. Similarly, we did a sequenced event on the Thursday morning of SI04 to work in greater detail with selected issues and smaller groups but in the planning phase in January we did not seem to find a way to make that session feasible in the new SI.

Based on our own reflection and on participant feedback we also needed and wanted to address specific aspects of the SI to further explore its potential. So for instance we felt the need to work more with the reader and with texts generally. We also wanted greater variation on the learning perspective and we wanted to relate it also to curriculum design. Finally, we wanted to create more time for the projects and more time in home teams.

In view of these overall considerations, we discussed the possibility of getting into the notion of inquiry into higher education and a reflective perspective on that already on the Sunday. Not finding immediately good solutions for that in January we decided instead to move up one example of such higher education professionalism earlier in the week. Our tentative work with inquiry for the SI04 Monday had not been as effective as we would have wanted and the

possibility of using a workshop on 'assessment in higher education' both as such and as an example of inquiry appealed to us. Hence, the Monday was to start on some project time but focus largely on assessment in order to end in the afternoon on the projects again but this time on a more informed level in terms of assessment and with a genuine set of new central questions.

In line with the emphasis on inquiry and professionalism, we felt that it would be effective to pursue the Monday assessment focus through a more conceptual look at curriculum design to get the greater context for the learning activities of the various projects the participants would be working on. Furthermore, we saw the possibility of generating such a conceptual perspective through a PBL-learning activity of actually designing a course and then conceptualising that activity. The Tuesday would be devoted to this.

Maintaining a focus throughout on a scholarly approach and a learning perspective we obviously need learning activities on 'learning'. In the SI04 we introduced the guest lecturer for this aspect and modelled 'follow-up' activities, which was a session that worked very well but it basically generated only one learning perspective. For SI05, we wanted greater resolution on possible components of a learning perspective. Therefore we wanted to introduce lenses on learning and decided to introduce such lenses ourselves and do similar follow-up activities to also model those again.

With the general development from projects on the Sunday via assessment, curriculum design, and learning, we were hoping we would be able to begin the process of becoming an informed practitioner. In January, though, we were uncertain as to how such a process was best supported and what it needed to involve. In the vein of the SI, we decided that at a given point during the week it would be meaningful and feasible to compare participant notions of being informed through an open seminar discussion. We wanted to do this on the Wednesday and also use it to inform the Thursday focus on individual resource time with projects through creating participant generated questions pertaining to what they needed for their project during the Thursday and beyond – 'how would their projects be informed?'.

To create more project time, the projects were intended as the background for all activities and we also slotted project activities explicitly every day of the week. There was as it were a project curriculum and Neill assumed responsibility for planning that in greater detail based on our experiences from completing the SI04 cycle. Essentially, however, we wanted to the projects as problems on the Sunday and as foci for inquiry through the rest of the week. The project week, of course, was planned to end on the project presentations on the Friday and the project narrative that was to help participants introduce their projects back at their departments and to their students. In other words, we wanted to begin to explore what strategies for change would be relevant to the participants and their respective projects.

This describes the SI05 at the point in time of the January planning meeting. After the initial planning meeting a reference group was set up as a sounding board. The reference group included 4 members: Per Runesson SI01 and also involved in the reference group for SI04; Åsa Wengelin SI00, Sigrid Agenäs SI04, and Dan Borglund SI04. Our respective schedules were tight and on some e-mail contacts it was decided to set a meeting without Per and Dan who were to offer comments in writing. So, we arranged a meeting in Gothenburg on March 14 (cf. appendix 6).

The reference group made many relevant and useful comments which helped re-structure parts of the SI-week. The uncertainty of the SI04 Monday and the use of texts were well addressed by changing from in-field texts used in SI04 to texts about teaching in the participants' fields. Another suggestion to address this confusion as well as connecting aspects of the SI was to introduce the discipline 'higher education research' already on the Sunday and also to connect issues during the week to current issues in Swedish higher education (the Bologna process, gender issues, internationalisation). We also discussed the role of alumni coming into the SI on the Thursday the way they did in SI04. While there are both advantages and disadvantages with this procedure, we did decide to invite alumni again but this year with a slightly different emphasis since there was now a group of 'perfect' alumni who had done SI-projects and we therefore wanted four SI-alumni. But there is also point with the longer experience and the wider network of having attended previous SIs and perhaps also being able to look at projects from the vantage point of having seen long term projects in the area of pedagogical development. We therefore wanted to invite also SIs from SI00 – SI03 for the Thursday afternoon and the Friday presentations.

The next planning stage was really pre-SI week. Neill arrived in Gothenburg June 1 and we did a lot of detailed session planning while Charlotte and Catherine worked together in Linköping with sessions they shared. We all met in Sunne on June 4 for the final changes in the programme and the preparatory work of getting sorted in session rooms, group rooms, arranging the Readers effectively, and setting up the book table.
During this pre-SI week, the project progression was finalised, the curriculum design PBL day was reviewed and finalised, and the uncertainty regarding how to best use the project resource slot on Thursday morning was discussed.

Pre-Thinking

Much like for previous SIs we knew we needed a well-designed series of preparations for each participant before arriving on the Sunday. In our letter to the participants we therefore listed the following pre-SI activities (see. appendix 4):

1. Introduce yourself at the Council's forum board
2. Read the enclosed article by Lee Shulman
3. Start your reflective journal
4. Bring a teacher/researcher related 'problem' from your situation
5. Bring an article about pedagogical development work done in your field
6. Bring a picture of being a teacher/researcher in Higher Education

First of all, they obviously needed to introduce themselves on the designated SI05-conference at the Council forum. The second assignment we designed was for the participants to read an article by Lee Shulman on the issue of the scholarly learning and the scholarship of teaching and learning. We also gave the participants a notebook and encouraged them to start their reflective journal in it. In the SI04, we encouraged using the journal during the SI but not in explicit terms. However, very many participants take the journal to heart and effectively used it throughout the SI and in view of that it is very effective to have started it prior to arrival. Also for the SI05s the journal seems to have become a very active document. One of the items

we suggested introduced in the journal was precisely the project we asked them to bring to the SI. Finally, in view of the forming of an identity as a higher education professional, we asked the participants to bring a picture or image that somehow represented to them what working in higher education is like.

SI05 Delivery

The SI05, then, was delivered June 5-10 in Selma Lagerlöf Conference Hotel in Sunne. Like previous SIs, the SI05 was a very intensive institute and the project team constantly faces the challenge and encouragement of an extremely motivated group of participants. During such a week everything has to interact well – theme, program, activities, literature, groups and projects. Not surprisingly, any SI becomes what its members make it and the facilitators have a role to play but largely one of enabling participants.

'Learners for Change' – Theme of SI05

'Learners for Change' was also the theme of SI04 and it is congruent also with tradition of previous SIs. Yet, while it is inherent to the SI idea and a necessary facet of professionalism in higher education, the theme as such was only superficially explored in SI04 and our ambition was to unpack a larger amount of its constituent components during the SI05. On the one hand it focuses on 'learners' as students. This basic and perhaps preliminary dimension of the theme is informed by Bowden and Marton and their ideas on deep learning involving an ability to discern variation and change (see appendix 7, Bowden and Marton). As many pedagogical ideas, learning as relating to change is quite demanding to re-fit into a specific course context or in terms of facilitating a given learning meeting but we hope that SI05 modelled how it could be done and that it also offered examples for participants of how to do that in their own learning activities. (Judging from feedback and projects it seems to be the case).

The second aspect of the theme involved the facilitators in higher education needing strategies to cope with externally imposed change such as the changing student body, limited resources, and re-negotiated demands on higher education. This was to some extent present in many of the problems the participants brought to SI05 and reflected also in the project posters. In combination with the third aspect of the theme – the participants as agents of change – I believe we addressed this in very many ways. As the program indicates, we had dedicated sessions on 'strategies for change' and on exploring the 'Higher education context' but more importantly, the preceding sessions on assessment, curriculum design and learning against the backdrop of scholarly teaching were also decisive in providing new tools with which to approach and new angles from which to approach potential problems in higher education.

Having said this, I am not completely satisfied with how we managed to realise the theme. Be it that the projects offer the most obvious data resource for assessing the theme impact but in view of the attempt to offer lenses on learning it is surprising that 'learners for change' does not seem to be present as one of the lenses. Similarly, the level of resolution on project feedback also ought to include pointers, where relevant, asking for indications to precisely what change and variation was generated by the learners in the specific project.

Program

In general, the outline for SI05 kept very many elements of the outlines of previous SIs. We kept the 'feedback cards' and the long lunch break (but tried to indicate its reflective function more carefully). We also kept the sessions for learning partners and home teams. From SI04 we obviously also kept the project sessions and wanted to keep the Thursday afternoon open for project work.

Although SI05 relies heavily on previous SIs, there are also new sessions and components that deserve a brief narrative comment. The **Sunday** was introductory in character and involved us getting to know each other. It also involved the participants beginning to articulate their problem in home teams. With their learning partner, they did a version of the 'what is teaching' circle exercise before we introduced the outline and the project checkpoints. The group then started their project poster and wrote their letter to themselves and feedback cards on the theme of their expectations on and contributions to the week. We tried to be quite deliberate with the very short Sunday afternoon to include in it the various ways of working we would be relying on during the week.

The **Monday** was heavily revised compared to SI04. While the confusion of the SI04 Monday turns out to have been effective we felt we good use the Monday differently this year. The projects would serve a good starting point and the brief introduction from the Sunday needed detail and feedback. The project script consists of a project owner briefly introducing his or her project poster and then getting 'think-aloud' feedback for a limited amount of time without being allowed to comment and answer. The next new element of the Monday was moving the learning activity on assessment from Tuesday to Monday and staring the progression on learning from the back and its assessment. After lunch on the Monday we wanted to get into inquiry by first asking three basic questions (How do you identify a problem? What makes a problem? What counts as evidence?) and then also use the articles the participants brought as examples of pedagogical development work in their own fields. We discussed these articles in home teams but the session would have needed more time an emphasis to reach its full potential. Neill was the main facilitator for and designed the assessment activities and also helped introduce the project connection follow-up activities around connecting the assessment session to the issue of inquiry into HE.

With our knowledge of the SI04 projects and their scope, the introduction of a long set of learning activities around curriculum design of the **Tuesday** was probably the single most significant alteration from SI04 to SI05. It was also the one day of the week where the PBL-perspective was most effectively explored and allowed the cycles it benefits from. The two main facilitators for the curriculum design activities were Charlotte and Catherine and they first asked SIs to design a course for swimming instructors and had them work first in home teams with the problem and then in learning partnerships for the actual planning. We did a joint session for sharing ideas and we then divided the group into two groups to discuss the general elements in the curriculum design activities in various group sizes. Much like for SI04, the Tuesday introduced an alternative activity for the reasons of exploring yet other ways of learning and seeing. This year the artist Anette Rosatti had us construct artworks from scraps of material and a limited set of colours. Accentuating creativity, restraint and the visual we were trying to approach the Wednesday emphasis on learning from a slightly different angle.

With critical components like assessment and curriculum design introduced through the Monday and Tuesday activities, the **Wednesday** was to focus on our approaches to learning. First we asked for a visualisation of what learning is. Participants picked pictures and articulated their interpretation of them in their journals. We then offered four lenses on learning: responsibility and independence (Charlotte); learning/educating for the professions (Catherine); domains of criticality (Neill); and writing-to-learn / learning-to-write (Magnus). These mini-lectures were meant to model guest lectures, which was an idea that carried over from the SI04, but I introduced the session very poorly and we lost some important potential of the lenses. Nevertheless, we did do the activating follow-up activities to model engaging with guest lecturer material. With this first cycle on learning completed we now asked participants to re-articulate their visualisation of learning, possibly also choosing a new picture, by a brief presentation of it in the plenary and then a written card. Largely, the rest of the Wednesday was directly or indirectly devoted to the projects. We did a second project script and we discussed in home teams what we needed for our projects to be more informed and what made an informed question as well as what the projects needed for the Thursday sessions.

The **Thursday** needed to offer time to work on projects and an opportunity to discuss issues shared across projects. To individualise the discussion of shared issues we divided the group into two groups for the morning and each group spent approximately 20 minutes to select and contextualise the issues they wanted discussed. We then worked in facilitator pairs with the in a 60-minute discussion with each group. After the 60 minutes we swapped facilitators in the groups so that the original issues were the same but the facilitator perspectives were altered. After lunch we spent time more immediately related to the projects by first listening to 5 alumni about the dimension of introducing projects on returning to their on universities/departments and their students. The alumni then also acted as a new audience with new input for projects during the rest of the afternoon which was devoted to the projects exclusively.

The participants had been working for 5 days with their projects during the Summer Institute and the first part of the **Friday** meant a final presentation of the current status of the project. For this session we tried to set up 'presentation groups' with participants that had not worked a great deal together during the week and who might therefore be able to give some new input and ideas. Nevertheless, the main function of the Friday presentations was to have a 'product' to bring from the SI. After project presentations and the brief discussions we started closing the Summer Institute 2005. The participants first worked in their home teams to start the closing by trying to remember what they had actually done during the week and what impact each session had had for them and their project. For this task, we asked each participant to fill out a grid with the SI sessions on it to indicate impact and offer feedback (see below – Evaluation). Next we suggested they also 'close' the learning partnership by comparing their grids and reviewing the week. The two final elements of closing the SI involved the participants writing a letter to themselves to indicate the milestones they wanted to have met by October and to remind them of the SI-atmosphere. We then closed before lunch with our second circle and the 'Winter Institute Box' where we wrote feedback cards and read them ourselves before putting them into the box and sealed it for our January meet to write up projects. The very last function of the SI was to hand out diplomas, photos, project narratives and council pins during the lunch. After lunch the bus took participants back to their

respective trains and we started the job of closing the SI in terms of cleaning up and more importantly in terms of facilitator assessment of the SI05.

Actual Outline for SI05

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
08.30 – 09.00		Feedback Sunday)	Feedback Monday	Feedback Tuesday	Feedback Wednesday	Project narrative
09.00 – 10.30		**The project script I**	**Curriculum design I**	**Learning picture** **Lenses on learning**	**Parallel sessions**	**Project presentations**
11.00 – 12.30		**Assessment**	**Generalising session**	**Follow-up activities**		**Closing and summing up of SI05 in HTs, LPs and individually**
12.30 – 14.00		Lunch / Reflection	Lunch / Reflection	Lunch / Reflection	Lunch / Reflection	Lunch and Diplomas
14.00 – 15.30	**Welcome The problem**	**Ways of inquiring (n HT)**	**Curriculum design II** **Project work**	**Learning picture** **Project script II**	**HE Context Strategies for Change**	
16.00 – 17.30	**What is teaching?** **Outline**	**Learning partner and Poster time**	**ARTIST**	**Checkpoints: Informedness in HT**	**'Inquiry' / Project work**	
17.30 – 18.00	**Project posters; Letter to myself**	Feedback cards	Feedback cards	Feedforward cards	Project narrative	
19.00 - ?	Dinner	Dinner	Dinner	Dinner	SI05 Dinner	

Literature

We introduced the SI-Reader for the Summer Institute -04 and while we would have liked to be more specific in our use of it and spend more time with it, we did see its potential during the SI understood that participants had used a lot after the SI for orienting themselves in the literature required for their projects. So, we kept the reader in the SI and tried to mention its articles in connection with each activity or session. However, during a week like the SI-week 'reading' does not get the attention it deserves and even if the book table offers a lot and the reader is well-planned, the most important function of literature in the SI-week is nevertheless to indicate the scholarly work that exists and the need to use it. So, the reader and the table are signals more than anything else during the SI.

Groups

For SI weeks, there has been a very active use of different group arrangements and over the years, this has become an expectation during the planning stages. For SI05 we wanted to keep working with the deliberate use of different arrangements during the week. We used **learning partners** much like for previous SIs. As the idea of learning partners tends to appeal to participants, the most important task for us is to get them going in the beginning of the week by assigning specific learning partner time or tasks. The **home team** is another group that has been used in many SIs. We used in during SI04 but felt that it never really had the impact it

could have so we used it more often during the SI05. For SI05, the home teams had their own rooms where the members of the team kept their project posters and did most of the project work. Almost all project time was therefore assigned home teams but we also used the home teams for session related discussion that were subsequently to be connected to the projects.

On occasion, we were very deliberate in breaking existing teams to create new approaches and new angles. Running the script exercise the second time for instance required a new partner and obviously there was no point doing project presentations in home teams. Similarly, the Thursday morning discussions required a new group where we wanted a mixture of disciplines as well as the obvious mix of home teams and learning partners. Such a perfect, however, was not possible.

Setting up learning partners and home teams is surprisingly time-consuming. The various sets of possible principles to apply are more or less demanding. For **learning partners** we want to mix disciplines as well gender. There was also initially an intention to keep learning partners within a reasonably small area to facilitate an ongoing learning partnership in terms of meetings etc. For SI05, I had to give op on the geographical proximity as it simply was not possible for a large enough number of the LPs. The **home teams** should provide new partners and new connections. No learning partners were placed in the same team. All teams also allowed a mix of disciplines from hard(er) sciences to soft(er) sciences in order to get ideas and discussions from a larger set of epistemological perspectives. Where possible the home teams also allowed for some discipline neighbours in order to use the advantages of looking at a field close by. Finally, home teams also made possible some geographical connections.

Projects
Seeing that the introduction of SI-projects in the SI04 was such a rewarding intervention we obviously wanted to keep the projects. However, we wanted to be more deliberate with the projects and spent time and assignments on the projects more often and more directly in the SI05 than in SI04. The connection with project work in home teams I believe proved very useful as there was a larger group of SIs who were more informed about the respective projects and we were able to use this fact on occasion when we arranged project sessions to establish new connections.

During the SI we did all participate equally in supervising and commenting on projects but much like for SI04, it was Neill who designed the project curriculum. There was a need to create a sense of direction as well as the type of depth possible within a few intensive days without much time for reading. The project curriculum, then, needed to establish a project plan, an awareness of how to increase the chances of delivering it successfully, a sense of what the project owner would gain through the project, strategies for evaluating and documenting the project, and finally a clearer image of how the project fits the wider world of scholarship of teaching and learning.

The checkpoints we used were designed by Neill and involved the following keywords:
- Sunday -   INITIAL FOCUS, SCOPE & VISION
- Monday - IDENTIFYING CENTRAL PROBLEMS AND QUESTIONS
- Tuesday - FEASIBILITY & AREAS OF ACTION
- Wednesday - YOU AS AN "INFORMED PRACTITIONER"

- ▶ Thursday - OPTIMISATION
- ▶ Friday - PEER FEEDBACK

The SI-projects are extremely useful during the week and generate so much more than just a feasible project for the fall. First of all there is obviously the generative power of the projects in that ideas travel from one project to the next throughout the week. Next, there is the immediate application on a project idea of something that has been discussed in an SI-session or in a learning partner session. A third aspect of the projects and perhaps the most important one is the empowering potential of the projects. To see the process of how student learning can be improved through a project enables SI-participants.

SI05 Part Two – The Winter Institute January 12-13, 2006

For most of the SI participants, the Winter Institute (WI) is in fact the third part of the SI experience where the seminar week is the first part, pursuing the project during the fall is the second part and meeting in January to begin to write it up is the natural third step. In the SI project team we are particularly pleased to be able to make the Winter Institute an obvious part of the process as we believe many worth while projects peter out without having been sufficiently documented and re-articulated through being published beyond the project team and its immediate environment. Hence, the objective of the WI is to familiarise SI participants to the notion of publishing a project and through that process enhancing it further in view of the careful articulation such publishing outside one's immediate comfort zone requires.

For the WI05 we had chosen to isolate the case study genre as a dynamic and flexible genre that would be useful to the SI04s and we still believe that this first articulation of the projects in a wider context lends itself to the case study format and the rhetorical pattern of describing a situation, isolating a problem, presenting a solution, and finally evaluating the solution. These two assumptions then informed the programme of the Winter Institute 2006. So, we did spend some time looking at the genre and the rhetorical pattern and the participants left with a day-2 version of their project documentation as well as a time line with checkpoints for continued work on the projects.

Program

Avid readers will find the program attached in appendix 5 but some general comments may be called for. For reasons that became more or less obvious during the fall we realised that not all the SIs would have been able to pursue their projects in the manner they had planned. Their situations at their departments would have changed, they might have received more research funding that necessitated prioritising research, or they might simply have been forced in to new course context where their SI-project had lost its immediate relevance and needed re-thinking or postponing. Therefore, we outlined three levels of ambition for documenting the projects. On the one hand they might want it exclusively for their own pedagogical portfolios. The second option involved a standard publication within the format of the SI-context and the case study we had recommended. A third potential alternative would be to write the SI case study and then set aside time to develop that into a more thorough full length article.

Another detail in the project is the very short presentations on the morning of day 1. Partly based on our experience from the WI05, we wanted to help structure project documentation already before actually beginning the writing process. Very few projects can be easily condensed into a 7-minute presentation and asking for such a presentation was consequently the very first step into the writing process of isolating the heart of the matter in their respective projects

Projects

Unfortunately, but perhaps naturally, not all projects where presented in the WI06. Out of the total 19 projects 14 projects were presented at the WI. From an administrative point of view and in evaluative terms, a one-quarter fall out is problematic but from the point of view of projects delivered, we know that large-scale or small-scale at least 18 out of the 19 projects where in fact running during the academic year. More rewardingly, while the projects had all involved more work than the SIs had anticipated they all expressed great satisfaction with the projects or the parts of them that they had had the possibility to finish or evaluate.

SI05 Evaluation

In a sense, there is no traditional summative evaluation of the SI. During the week, the formative evaluation through feedback cards and the quasi-summative evaluation through the participants' Friday comments on the outline grid and their project narratives constitute the most obvious evaluation data for the project team to work with for subsequent SI sessions and entire SIs and session. When we began to close the SI04 by reviewing the feedback cards, the grid comments and the project narratives, we felt we had obtained sufficient and adequate material and we therefore made few if any changes to this evaluation strategy as we planned the SI05. In retrospect, we see that the grid comments and the project narratives are not as informative (in terms of evaluation) this year and perhaps we should have realised that the changes we had made would affect the effectiveness of some of our evaluation input.

Summary of feedback cards

Feedback cards with different prompts were handed out approx 17.30 on the Sunday, and Monday. The Tuesday afternoon with its alternative activity did not allow for such a procedure and we also wanted the afternoon process to simmer so we did the 'Tuesday feedback card' in retrospect on the Wednesday morning. Also the Wednesday card was used in a slightly different way as we wanted participants to isolate the issues they needed help with during the Thursday and we also wanted them to indicate what input they would be able to provide their peers. We then replaced the feedback cards completely on the Thursday in favour of a project narrative in the same way we had done during the SI04. There is, however, a fifth set of feedback cards, covering the entire week, which were written for the Winter Institute Box on closing the SI05 and were then read on opening the Winter Institute in Lund. All feedback cards, except the Thursday morning ones, are collected by the facilitators and then randomly distributed in the group before they are read.

Sunday – Monday
The **prompt** for the Sunday evening feedback card included three questions:

'What are my expectations on the SI week; What can I contribute with; What statement about teaching would place me at the centre of the circle.' The last one of the questions referred back to an exercise we did during the Sunday afternoon where learning partners compared their opinions about twelve statements about what teaching is where complete agreement with the statement would make participants move toward the centre of a circle we worked with.

Predictably, many of the participants **expect** discussions and ideas about teaching and learning *(11)*. Others expect updating on theoretical understanding and terminology and through that a more reflective practice and the scholarship of teaching and learning *(11)*. Some participants also mention the importance of finding inspiration and personal development and simply to be taken seriously with their pedagogical concerns and thus surviving as teachers and researchers *(5)*. Naturally there are also comments to the effect of getting some interesting ideas and input from participants and the important networking during the SI *(5)*.

Consequently, the participants find themselves ready to **contribute** with a lot of discussions yet the single most frequently recurring comment is the reference to their varied backgrounds of having taught in many different environments and with many different kinds of student groups including working specific programmes like PBL in a specific discipline, or an overlay of rhetorics for learning *(11)*. Another frequent comment on the Sunday is that participants' personality and potentially critical opinions will contribute to the institute *(8)*. Importantly, there is also an undertone of motivating each other in some of the cards.

The **statements** about what 'teaching' is according to all the participants in the Institute (including facilitators):

1. Supportive role as students learn
2. Teaching involves a learner moving from a pre-teaching level of understanding to a more informed level of understanding
3. Guiding students in their own learning process
4. Discussions
5. Supervision – in a good sense at all levels of university
6. To support students as they learn to learn and to help them construct knowledge by asking and investigating relevant questions
7. Lecture to 150 students
8. Teaching is to make someone else's world bigger
9. The promotions of critical thinking
10. Give students tools and inspiration to search for information and to think analytically and reflectively
11. Work with small groups of students
12. Sharing knowledge
13. When a student comes up to me and asks – 'How can I learn more about this topic?'
14. Support & motivate mental growth
15. My main task as a teacher is to facilitate the learning process for the learner
16. Feedback
17. Thinking about my course in the shower
18. Discuss teaching with a colleague next door
19. Counsel and teaching students on a personal level in order for them t improve individually and reach the top of their personal ability
20. Teaching is a set of practices that transforms both me and my students
21. Teaching is about trying to create the optimal learning environment
22. Teaching is about the teacher as much as about the student!

23. To support and motivate students in a positive and engaging way and help them do their best and read on and on and on…

Monday – Tuesday
For looking back at the Monday, we used what might be the very first and hence original Summer Institute **prompt** for the feedback cards – 'I like…; I wish …; I will ….'. Summarising these statements, however, is not altogether straightforward. The introductory remarks on the Tuesday serve to indicate what we focused on in the feedback during the actual delivery.

Very many aspects of the first full day of work seem to have been appreciated in the sense that participants **liked** the discussions and the open dynamic atmosphere, the peer review including actually moving around to offer comments on all projects, the brainstorming activities, the change of groups and the active work in different teams. There are also divided comments about the tempo of the Monday. While some participants appreciated the speed of the sessions and activities, others obviously needed to slow down and spend more time. This tension in experiencing sessions was used for a brief discussion on the Tuesday morning about the fact that we are fast (comparatively) in our comfort zone whereas we are slower in our learning zone. We also needed to make the point of the creative aspects of working under some time pressure as some more or less brainstorming type ideas need to surface before they can be developed into more detailed strategies later in the day or the week. We also discussed the time to think in terms of very specific purposes with session setup and that the Tuesday would be slower in terms of its design.

Some of the recurring items in the statements about participants' **wishes** consequently include wanting more time for exercises, for the posters, and for reflection generally *(7)*. However, they also ask for more detailed and elaborate introductions to the various exercises and some also ask for more concrete examples. More importantly, five participants mention their wish that they could bring either their entire department or their administrators to the SI or at least to be able to pursue the SI type discussions at their home departments.

As far as what participants **will do** with the Monday sessions, their comments become more specifically content oriented. Five participants specifically mention wanting to try peer assessment but they also mention going to read more about it (in the reader) first. Another five participants say that they will be able to the Monday sessions and material in their practice or at sessions with colleagues at their home departments. Other participants focus on their own learning during the week and mention the decision to summarise each day of the week in the journal, or trying to refer to the reader continually. Another way of learning during the week mentioned by three participants simply consists of re-directing their project!

Wednesday about Tuesday
On the Wednesday morning we thus wanted to look back at the Tuesday. Our feedback card **prompt** was to ask for three keywords or phrases that somehow captured or did justice to the Tuesday experience. We then also asked for a short elaboration on each keyword. These feedback cards were written during the first 30 minutes on the Wednesday and then distributed at random to be read.

In many ways the Tuesday divides in two where the participant comments focus either on the sessions on curriculum design or on the art session in the late afternoon. Some of the keywords indicate that the scholarly approach to curriculum design has been a much appreciated insight *(6)*. In line with such comments, three participants also comment on how adoption is not enough for curriculum design but that context and details require critical adaptation. So for instance, some one suggests the need for 'PBL-light' as a customised version of PBL. Others mention the advantages of working in teams both as students, which they effectively did during the Tuesday morning, but more importantly as teachers, which is what they were modelling during the Tuesday. In this context, two participants comment on the value of disagreement during a week like the SI but that such conflict would be very problematic or even unbearable with colleagues at home. Two or three participants begin to express a learning perspective as their experience of the curriculum design session has shown them the potential of student responsibility and the difficulty (impossibility) of presenting students with knowledge.

For the artwork, opinions differ a bit. Most of the participants appreciated the session a lot and saw the links between creativity and learning and the bonus of doing this collaboratively. So, art as meaning making and learning by laughing are comments that are made. Yet there is predictably also a subset of participants who are more critical. Is learning by doing effective enough and how are you to support the active student's in their more or less implicit search for meta-learning. There is also the aspect of time again. Three participants question the amount of time spent on the art workshop an done of them also explicitly relate that to the desire to work on the project poster instead.

Wednesday inventory
On the Wednesday afternoon we started looking ahead towards a longer session of project work on the Thursday and we wanted participants to make explicit what they could contribute with at this point of the week as well as what they felt they needed for their project to develop well during the Thursday. So the feedback card **prompt** simply consisted of the two questions 'What will I contribute to peers?' and 'What would I like peers contribute to me?'. The cards were written on the Wednesday and then each participant read his or her own card on the Thursday morning.

Participants offer to **contribute** with critically reviewing posters *(7)*, their experience from non-university environments or their specific experience *(6)*, or concretisation of project design/project evaluation *(3)*. Almost all participants obviously also mention their area of expertise and in this sense there were areas represented in the SI (PBL, laboratory teaching, course evaluations, e-learning, teaching materials development, transferable skills development, Bologna agreement consequences, student motivation development).

What the participants **ask for** varies a lot more but there is some overlap particularly in the areas of expertise that participants offered to contribute with. Hence there is a need for more work on PBL or adapting PBL, student motivation, adjusting to the Bologna agreement, and laboratory courses. Others ask for additional discussion of items covered during the week (assessment, curriculum design). But there is also a need for feedback on the meso-level of projects. What are the learning philosophies/theories that really underpin project ideas and how can they be questioned or supported? A few a participants simply ask for references for example or more direct direction into the literature on SOTL. Yet, the limitations of the week

including the time frame meant that what a large number of participants asked for more than anything is to share experience and get other participants' perspectives on their projects *(8)*. Interestingly, there are also four comments to the effect that participants want to bring aspects of the SI into their practice (inspiring colleagues, working with teams and learning partners.

Friday for the entire week
The very last thing that happened before lunch on the Friday was that we wrote feedback cards for the entire week. These cards were to be read at the Winter Institute opening in an attempt to get back to that intensity of the SI-experience. The **prompt** was uncomplicated as such – 'What is my most important insight during the week' and 'What do I most appreciate about the SI-week

The number of **insights** equals the number of participants and may not lend itself to reporting but some summarising remarks can be made. First of all, three comments refer back to the facilitation during the week and express how the open atmosphere allowed for conflict and generated creativity partly through the tight time frames during the week. Facilitation as preferred over teaching is one of the insights in this context. Another set of comments refer to the importance of change *(5)*. Changes towards improving student learning can be envisioned and participants really see the value of such change. They really want to go home and change even if in some cases their situation is already a good one pedagogically because the process of improvement must be kept going. The single largest set of comments in some way refers to the learning perspective *(8)*. The difficulty of keeping the learner in the centre is acknowledged and the importance of the process over the product is recognised. The holistic dimension of learning is also mentioned. Importantly, the element of empowerment in the learning perspective is emphasised and what was in one case seen as an isolated problem in the beginning of the week is now seen as the goal of all higher education (student responsibility for and engagement in learning). Yet the three most memorable comments remain implicitly focused on SOTL as one participant writes that the most important insight is "that I know so little about what I do almost every day" which is a sense is seconded by a participant who stresses the similarities in our situations despite our different disciplines. One participant simply writes "I am not alone in this".

The items listed as **appreciated** aspects of the SI also vary but not as much as the insights. Not surprisingly, many participants cherish the people, the atmosphere, and the shared issues *(12)*. Another frequent comment is appreciating the discussions and the sharing of ideas *(10)*. The dynamic and challenging group as well as the carefully designed work in learning partners, home teams, and plenaries is also appreciated *(10)*. There are also three comments about appreciating everyone's motivation and enthusiasm and four comments indicating that the sincerity of the "insightful and understanding" facilitation of the week helped catch challenges and reflection.

Grids

On the Friday morning we asked the participants to comment on the sessions of the week through reviewing the outline grid of the week. The resolution of the comments varies of course and there is also an obvious need to summarise comments. Nevertheless, we do appreciate this activity of looking back at the week not in a general overview but through as detailed a view of each session as possible on the closing Friday.

The comments participants make regarding the **Sunday** roughly divide in three sections. First of all, many participants mention the positive effects of the seating arrangements on the train to Örebro. The other recurring comment is that the brief introduction was good and that it was useful to get down to work immediately. There were also positive comments about the introduction of the outline and generally for the activity oriented design of the Sunday. Two participants do ask for a brief lecture as it were on the nomenclature of the week. The main part of the Sunday, however, was the first few steps in home teams and the first version of the poster and many participants comment on the time in home teams. It provided a great way to get know each other by for instance discussing the pictures of ourselves in higher education, it offered a safe environment to get started on the projects. In all, the home team session was very successful

The **Monday** comments divide into four sections. There are comments about the project peer review 'the project script' we did in the morning. There are comments about the session on assessment that Neill facilitated. The afternoon activities on 'ways of inquiring' the closing session with learning partners and the project poster make up the remaining two sections.

The 'project script' was really successful and not a single negative comment is made. They all find it very useful and ten participants make special reference to the value of remaining silent during peer feedback. The element of actually listening rather than trying to answer something is extremely rewarding. Also in the cases where participants where divided into learning trios did they find that the 'script' worked well and that listening to an informed dialogue about one's project proved revealing.

The next Monday activity was Neill's session on assessment, which in some ways came to inform many of the project and a lot of the week. Many participants *(13)* claim to have benefited from a more informed perspective on assessment and appreciated the activities in the workshop, the many examples of assessment strategies including peer assessment, and the inspiration of thinking about assessment in new ways. Predictably, there are also voices asking for handouts prior to the workshop. Two specific comments illustrate the difficulty of running workshops: 'Neill slammed slides' <> 'Do not reduce speed here'!

After lunch on the Monday we also wanted to get down to the articles that the participants had brought and we wanted to look at them as ways of inquiring into HE. The reflective comments about this session are less positive. The discussion of articles turns out to have been rewarding *(10)* but participants also recognise the fact that their reading was not detailed enough prior to the institute or that the article choice was unfortunate *(4)*. There are suggestions to move this discussion to the pre-Institute forum. In view of this, the session remains one that needs considerable re-thinking for any similar session in subsequent SIs. A much clearer purpose must be articulated and responsibility for the discussion must be explicitly assigned.

The final element of the Monday was to spend some time in LPs and then return to the project poster to revise or update it with the help of the Monday checkpoints. All participants are very positive about this session and the activities in it but there is also a suggestion to be more specific about what kinds of questions a learning partner can be expected to handle. Similarly, there is a point made about the possibly conflicting functions of learning partners as reviewers as well as therapeutic support.

For the **Tuesday**, our focus was curriculum design with modelled in a one day PBL-cycle. Catherine and Charlotte had prepared a case (to prepare swimming instructors) for our participants to work with in home teams. This case was then tentatively generalised in a second session and some of the participant comments combine the two sessions. The third session for the day involved project work and a PBL-oriented analysis of the three sessions. The Tuesday ended on the artist activity.

The first step of the curriculum design session is generally appreciated. Eleven participants express having learnt a lot from working on the assignment in home teams and that it was very enlightening to get a new perspective on curriculum design. Again, there are comments about the benefits of working in different teams and working first in home teams and then in LPs in the reviewing process. As usual there are also comments about needing more specific instructions in order not to get bogged down in details.

For the second session, where the assignment solutions were to be generalised, it became more difficult to maintain the pure PBL-influence and this was noted by some participants. Some participants think of the second session as providing answers generated by the facilitators rather by the discussion and this is seem to be connected to the opinion that the group was too large for the type of discussion pursued. However, the recurring comment *(5)* is one of how useful it was to see the different designs and to discuss the various alternatives with the group and with the facilitators.

After lunch, participants went to work on their projects again and this time they approached them from the point of view of curriculum design and a PBL perspective. This project session proved very effective for many participants *(7)*. Similarly, the following session trying to look back at the entire day and its basic PBL-cycle was also rewarding even if two participants ask for a more explicit connection to the morning sessions. More than anything four participants express how important it was to discuss alternative PBL or 'light PBL' as an option for curriculum design.

The artist session ended the day and we worked in new teams to create our art works. The participant comments offer a broad variety of opinions. There are comments that it simply took too long *(6)*. But of the generally positive comments *(7)* some participants look at it as an actual PBL-task; others enjoy the creativity of it while others again have enjoyed it but ask themselves if they learnt from it. One specific comment is worth while as it makes the point that the art session was good if the goal was to build trust in a basically team building type session. This highlights how we would need to introduce similar sessions in the future more carefully as the team building aspect of the event is really only a side effect whereas the main objective is to problematise 'learning' and perhaps more so 'collaborative learning'.

By mid-week we had reached the point of trying to address notions of learning and the **Wednesday** focused on three different activities attempting to draw out a more informed way of thinking about learning. There were three main activities. One involved choosing and articulating a learning picture. Then we had a look at four lenses of learning presented by the facilitators and this included follow-up exercises. Predictably we then went back to the posters and eventually closed the day by discussing the level of informedness of our projects.

The participant comments about the learning pictures cover the entire range. Approximately half the participants found the task rewarding and find that it helps promote a meta-perspective on their own understanding of what learning is. However, the exercise can be improved in that it was too directed. Participants complain about the amount of time and the number of pictures to choose from.

The four short presentations similarly met with varying comments. On the one hand it was too poorly introduced which affected its impact heavily and the format itself – a mini-lecture – problematises what we believe learning is. Yet, more than half the participants claim to have learnt a lot from the session *(11)* while the other half of the group avoid commenting the session or want a session that creates more discussion for each lens. This of course is interesting as the discussion was invited in the follow-up exercises which many comment on separately. Almost all participants *(15)* are positive to the different reflective exercises but some mention the fact that we to some extent came to focus on the form, the reflective tasks, rather than the content of discussing the lenses.

Next we turned to the projects and did a second script which was generally much appreciated also the second time *(12)*. The use of new peers was important of course to add new perspectives on the feedback and it brought new fuel to project work. But the next reflective step in the process this Wednesday turned out to be more elusive. Not all participants comment the discussion about 'informedness' but the ones who do mention the continued discussions about the projects *(4)* or the fuzziness of the idea itself *(4)*. On the other hand there are also comments to the effect of already having begun to read up or already beginning to be more conscious of what the project is really about *(4)*.

Having spent three and a half days at a rather conceptual level, the **Thursday** had to offer time to get down to details and optimisation of the project. We did that through first organising a parallel session with student generated issues that needed discussion and then by having five alumni come in to the SI to discuss issues connected to returning to departments to implement and operate projects. We also set aside as much time as possible for unscheduled time with the projects. The day ended on the assignment of starting to write a project narrative.

The comments about the parallel session again vary a great deal. Most of the participants *(13)* found it very productive and some participants have it down as one of the most important sessions of the week. But there are also the participants *(6)* who needed something else this session. Someone mentions needing to work in home teams for the disciplinarity and someone else wanted more of a consultancy structure to the Thursday morning. Not surprisingly they are all positive to the fact that the issues for the session were student generated and were allowed to cover a very wide range of issues.

Then the five alumni entered the group. The comments about the brief narratives or presentations from the alumni are generally positive *(8)* but a frequent comment is that their session needed more structure for greater focus or more time for promoting discussion *(5)*. Of course, that is more or less what happened in the unscheduled project time in the afternoon. Although they were all pressed for time with thinking about their projects and preparing a presentation they all claim to have received very useful feedback during the afternoon from peers and alumni as well as from facilitators. A few participants claim that this was the session 'it all fell into place' *(3)* and there is also the specific advice to keep inviting the alumni.

The **Friday** was a day of closure. The projects were presented to a new combination of people and a final round of feedback was offered and then we moved into a series of activities to close the Institute. For practical reasons, not all activities were possible to comment on as we wanted the grids handed back as one step of the closing activities but the comments made about the Friday do give us some useful information all the same.

The participants had not got tired of their projects nor of listening to some else's project. They all found the presentations rewarding. In fact very many felt that the projects deserved longer presentations and plenary presentations *(5)*, which is obviously not feasible within the current format of the week. The one important element of the presentations and the tight schedule is that it demanded immediate feedback. On the other hand, two participants mention the fact that many of the presentations got descriptive or even practical which in a sense did not invite to deep discussions and also may not have benefited the cross disciplinary grouping we hade arranged. There is something to this comment and it is well worth considering the instructions for future project presentations if they are used again.

The set of activities for closing the event moved from home team level through learning partners to individual reflection. Not all participants comment on the Friday but of those who do, three participants in some way mention the stressful situation and another two refer to it indirectly as they guess that we will not be getting the reflective input we had anticipated. The remaining comments about the closing activities are positive *(6)* and mention the need for this reflective look at the week as well as the generative advantages of working at different levels and in different groups.

The task of commenting the week through the grid of the outline also included slots for indicating what one as a participant felt about feedback cards, home teams, and learning partnerships. So, for the first time in SI history, to my knowledge, we received negative feedback about the use of **feedback cards**. Four participants comment on the feedback cards as problematic for being either too open in their prompts or for its being contrived to read them aloud whereas they would gladly write them for us as facilitators. The remaining 15 comments, however, focus on the feedback cards as something good and worthwhile to be used at home. Specific comments refer to the reflective element of writing things down as a regular routine and not necessarily with a great amount of time. Others focus on the liberating aspect of not having to read one's own card, which would have been very restraining for the reflective writing.

The use of **learning partnerships** is generally felt to be a very positive aspect of the SI. All participants express the usefulness of the LPs and home in on various aspects of the partnerships. So, for instance, the cross-disciplinarity of the partnerships is seen as very rewarding and the amount of feedback is obviously important. In fact, in cases the learning partner comes to serve as an extra agent for the project so that learning partners help each other get more ideas simply by knowing each other's project so well and seeing connection when coming across something else. Many of the participant comments also mention the advantage of scheduling LP time on a regular basis and assigning more specific tasks. On the other hand that risks over-staging the partnerships. Four specific comments about learning partnerships mention the decisions to try to develop a learning partnership at the home department or at least the need for one.

Similarly, all comments about the **home teams** are positive. Again, many participants want to spend more time in home teams *(5)* and appreciate the safe environment of having a room to work in, a sense of shared disciplines or issues. As an effect of feeling the home team to be effective, three comments also suggest that home teams be used in a more varied fashion and not necessarily mostly for the project related tasks.

Finally, there are also miscellaneous comments on the grids that need mention. Many participants *(8)* are grateful for having enjoyed the "great experience" the "fantastic" SI gave them. Others are more specific and the list of insights include: a new-found ability to step outside current practice and question it, a desire to place students at the centre in the future; that assessment can used in a positive way; the balancing act of structure as being both good as well as a risk or a challenge to keep thought going as well as restriction that destroys. Participants also ask for scheduled slots for one-on-one meeting with facilitators or possibly more facilitator time in home teams. Another addition asked for is a wordlist of sorts for the week as well as more time to consult the reader. There are also comments about feeling privileged to have been part of the group and to have had such committed facilitators to model a variety of teaching and learning activities.

Projects and project narratives

The projects develop in many stages during an SI cycle and while the actual 'project narratives' from the SI this year were very useful for the participants in preparing their re-entry on coming back home and introducing projects (to our knowledge all projects were implemented), the narratives do not offer much feedback about the week. There are inspired addresses to heads of depts. and really effective introductory pre-course letters to students etc but not all that many detailed comments about the project journey during the week as it were.

However, a task we used in the Winter Institute day 1 revealed about how projects had evolved since the SI-week and during the actual WI day. We asked the participants as a feedback prompt what their most important new question about their project was. Their answers in January were indicative of informed professionals beginning to get to grips with documentation. Predictably, there were questions about what theoretical framework to rely on, or how to most effectively evaluate the project, what to evaluate in fact. But then there were also a set of projects where the most important question was one about selection or identifying what the project was really about in the sense of where its transferable news value was to be found. I find that this development of the projects from the SI-week to the Winter Institute indeed indicates that the learning process initiated in our discussions about scholarly teaching or the scholarship of teaching and learning during the SI-week proved effective over the six months between the SI and the Winter Institute.

During the SI week, we spent some time discussing what it means to take a genuinely scholarly approach to teaching and learning and this dimension of the SI was of course central to the Winter Institute. For us, there are a number of potential dimensions at play here. The first dimension of such a scholarly approach lies in engaging with the existing research and evidence base in order to make well informed decisions about curriculum design and delivery. It was clear during the SI04 week as well as during the SI05 week that participants were beginning to draw on these sources, but it also became manifest that many participants felt a

sense of frustration that they were not yet well informed enough about the research base to be confident that all their pedagogical decisions were fully evidence-based. It has been very encouraging to see in the project reports that participants left the SI and went away to read more widely than they ever had before in order to inform their own practice. The second dimension of scholarly teaching is to take a critical and scholarly approach to evaluating one's own teaching. Institutions often use rather unsophisticated tools to measure teaching success, and all too rarely measure learning success. It is again very pleasing to see ex-SI participants using much more sophisticated, and learner-centered approaches to measuring the impact of their projects on their students. The third dimension of developing a scholarly approach to teaching is to place one's teaching practices into the public domain for peer scrutiny and comment. In this way, we professionalize teaching and move it towards a more equal footing with our academic practices in research. Opening one's teaching practices to public scrutiny for the first time can be a daunting prospect and it takes a bold academic to tread this path. All too often, case studies of teaching practice descend into the platitudinous, the blindingly self-evident or the self-congratulatory, as authors seek to create a safe space in which to represent themselves. The SI case study authors have been honest and brave in writing about their successes and failures. On top of this, they also model excellent practice in writing about their plans for further course revisions based on their evaluations of their experiences this year. For them, the journey clearly continues and their level of personal commitment should surely be recognised.

The SI Alumni Seminar

The Summer Institute year of 2005 also included the first ever alumni seminar. As a result of giving up the attempt to integrate reunion activities for alumni in the actual SI-week, we decided that one way to cater for some of the needs of the SI-network would be to invite alumni across all SIs to attend a themed seminar each year. The first such alumni seminar was hosted by Malmö University in April 2005 and was organised by three alumni from SI03: Nikos Mattheos, Joachim Neves Rodrigues, and Aylin Ahadi.

After a web survey among alumni, the organising committee set the seminar up to focus on issues related to assessment and invited Åsa Lindberg-Sand from Lund University as a guest speaker in addition to the team of SI facilitators. The programme included seminars and workshops to increase awareness of and critical thinking about assessment issues in higher education. For the second day of the seminar, we were all able to focus for a while on an assessment related intervention in our own practice and re-think that with the help of the SI peer reviewing.

The theme itself and the seminar's way of answering the request of the alumni are both crucial aspects of the importance of the alumni seminar. Yet, the seminar remains first and foremost an opportunity for SI alumni to re-enter the positive atmosphere of the SI and be energised by the SI network. Similarly, the alumni seminar is one of the most important ways we currently have to nurture the SI community itself. The organising committee in Malmö did an outstanding job to ensure this dimension of the alumni seminar.

The Summer Institute 2005 – Concluding remarks

The Summer Institute year of 2005 is the most extensive SI year so far. During the 2005 we not only delivered the SI05 but we also saw the conclusion of the first SI-project cycle as the SI04 projects were written up during 2005. We saw the SI-network get together in Malmö for the first alumni seminar and we initiated the SI05 cycle with the week in June and eventually the Winter Institute 06.

Although SI projects were introduced already in 2004, it is not until now that we see their full potential and the amount of strategic change they generate in promoting improved student learning. The strength of the projects is that they are extremely resource effective and are often pursued without departmental resources. It is true that the organisation around projects can be improved as SI participants need more support at their home departments and the SI should in fact demand such support in the future.

The introduction of the alumni seminar is an important step in trying to maintain the SI network and provide some resources for alumni. The avenues for exploring what the community of alumni needs are endless and there should be no problem finding material for the themed seminar. Yet, the alumni seminar will likely never be more than an annual event and the SI network need more support than that. Each network node at the institutions needs encouragement and support to pursue its local or regional network meetings and exchanges.

One way to provide more support to the network would be to finally start working on a decent SI web. This was apparent already in the closing report for the SI04 but few if any resources were allocated to creating such an SI web support and resource archive. Given that all individual dimensions of the SI need continuous development and improvement, the complete lack of an SI web must nevertheless be considered one of the major problems in the current SI design.

This brings the future of the SI into focus. As of January 1, 2006, the Council for the Renewal of Higher Education is no more. For a few months at the end of 2005, the SI and many other development projects in Swedish higher education existed in a strange vacuum but as of April 1, 2006 the SI is now formally under the auspices of the Agency for Networks and Cooperation in Higher Education. The first joint activity for the new SI will be an expanded alumni seminar in August 2006 in an attempt to promote networking and cooperation between SI alumni and other pedagogical developers in Swedish higher education. Another joint task for the SI and the agency will be to start building the much wanted SI web. More importantly, there is also the task of planning the next Summer Institute week for SI07.

In the project team, my fellow facilitators and I have all had to re-conceptualise a lot of our previous expectations and givens about SI work and while this process has sometimes seen us moving well outside our comfort zones, we believe the SI network has been strengthened by the new SI design. It is from that perspective we look back at SI05 as involving a lot of extremely demanding work and participants as well as the project team have experienced a truly transformative SI-process. The SI week itself was a 'great experience' in more ways than one and while we feel in the project team that many of our objectives were met during the week and the subsequent project process, we also feel that meeting objectives has more to do with the extraordinary group of SI participants and being allowed the time to really work

exclusively with learning and with pedagogical development work for an entire week among like-minded enthusiasts. In fact, working in the SI is a privilege and the joy of seeing the benefits of really trusting the learning perspective is ample reward for the demanding work, the sleepless nights, and the insecurity of moving outside our comfort zones.

Tjörn, June 4, 2006
Magnus Gustafsson, National project manager

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OF HIGHER EDUCATION

INBJUDAN ATT SÖKA TILL
Sommarinstitutet 2005
Learners for Change

För femte gången erbjuder Rådet för högre utbildning 20 unga, välmeriterade och engagerade universitetslärare och tillika lovande forskare att under en intensiv internatvecka utveckla sitt pedagogiska förhållningssätt. Temat för årets Sommarinstitut är 'Learners for Change'.

Sommarinstitutets första del äger rum den 5-10 juni 2005 på en kursgård på en "tågnära" plats i Sverige. Del två av Sommarinstitutet, ett tvådagars seminarium, planeras till början av 2006.

Syfte och mål
Ett övergripande syfte med Sommarinstitutet är att öka entusiasmen och intresset för lärande och undervisning och därmed höja undervisningens status. Syftet med Sommarinstitutet är också att deltagarna ska bli mer medvetna om den egna pedagogiska grundsynen samt skaffa sig verktyg att utvecklas som professionella lärarforskare. Sommarinstitutet är bland annat genom sin internatsform, sitt upplevelsebaserade genomförande och sina internationella medverkande, en unik möjlighet att utvecklas som ung universitetslärare i Sverige. Förhoppningen är att Sommarinstitutet ska ha sådan karaktär att det upplevs som ett tidigt pedagogiskt pris för deltagarna.

Målet är att ge unga universitetslärare, tillika lovande forskare, möjlighet att utveckla det egna pedagogiska förhållningssättet och bredda sina insikter om olika teorier kring lärande och undervisning. Målet är också att skapa ett nätverk för unga lärare och sprida insikterna från Sommarinstitutet.

En viktig uppgift för institutet är att förbereda deltagarna på de nya krav som ställs på universitets- och högskolelärare i dag och i morgon. Synen på kunskap och kunskapsbildning förändras i vår omvärld vilket påverkar högre utbildning. Dessutom blir studentgrupperna större och delvis nya men framförallt allt mer heterogena genom högskolans expansion, vilket ställer andra krav på pedagogiken. Samtidigt står stora pensionsavgångar i lärarkollektivet för dörren.

Denna förändring och expansion väcker många olika frågor som i varierande utsträckning påverkar aktiviteterna under internatveckan:

- Hur kan forskning och undervisning bedrivas parallellt utan att de konkurrerar med varandra?
- Vilka vägar kan man gå för att skapa bra lärande för studenterna och bra undervisningsarbete för läraren?
- Hur ser morgondagens universitet ut?
- Att utvecklas och lära som lärare.

Genomförande och innehåll
Eftersom Sommarinstitutet sätter lärandet i centrum, ägnas en stor del av tiden åt aktiverande och reflekterande pedagogiska arbetsformer enskilt, i par och i grupp. Kursledarna inleder många av aktiviteterna och agerar diskussionsledare i vissa, men deltar lika ofta som enskilda individer med erfarenhet av högre utbildning för att dela med sig av sina egna erfarenheter och sin kunskap. Genom olika workshops och övningar erbjuder kursledarna även deltagarna en möjlighet att konstruera en teoretisk bas för lärandet. Deltagarna förväntas delta aktivt under veckan, men får även möjlighet till reflektion, såväl enskilt som med andra. Andra former för genomförande kan vara diskussionsseminarier, workshops och föreläsning/seminarium som hålls av någon för temat aktuell person.

Veckan leds av:
Magnus Gustafsson, universitetslektor, Chalmers Tekniska Högskola;
Ph.D. Catherine Robinson, Co-ordinator The Learning Network,
Hong Kong University;
Charlotte Silén, pedagogisk konsult, Linköpings universitet samt
Neill Thew, Head of the Teaching & Learning Development Unit,
University of Sussex at Brighton.

Programmet för veckan fastställs normalt ett par månader innan genomförandet. För att starta deltagarnas tankeprocess innan internatveckan kommer deltagarna att få uppgifter som berör temat ca en månad innan internatveckan samt tillgång till Sommarinstitutets elektroniska forum.
Observera att arbetsspråket under veckan är engelska!

Finansiering
Rådet för högre utbildning står för kurs- och resekostnaden för deltagarna.

Baskrav
Sök till Sommarinstitutet om du är i början av din lärargärning. Du ska ha undervisat minst 80 timmar vid högskola eller universitet och vara antagen till forskarutbildning eller ha disputerat.

20 personer kommer att antas till internatveckan. Vid urvalet tas hänsyn till såväl undervisnings- som forskningsmeriter. För urvalet svarar en grupp med representanter från

olika lärosäten. För att kunna erbjuda lärande över ämnes- och organisationsgränserna är ambitionen att ha deltagare som representerar en så stor ämnes- och lärosätesspridning som möjligt.

Ansökan
Ansökningshandlingar till Sommarinstitutet bifogas detta brev. Informationen och ansökningshandlingarna finns även att hämta på Rådet för högre utbildnings webbsida: http://www.hgur.se/sommarinstitutet/index.htm.

Till ansökan bör sökande även bifoga ett intyg/rekommendationsbrev om max en A4-sida från t.ex. prefekt, handledare, studierektor eller pedagogisk konsult.

Ansökan samt intyg/rekommendationsbrev ska vara Rådet för högre utbildning, Sommarinstitutet, Box 7285, 103 89 Stockholm till handa **senast den 10 november 2004.**

Kontaktpersoner
Har du frågor är du välkommen att kontakta Sommarinstitutets projektledare:
Magnus Gustafsson, universitetslektor, Chalmers Tekniska Högskola
tel: 031-772 58 15, e-post: magu@chl.chalmers.se

eller Rådets kansli:
Per Ekman, handläggare, Rådet för högre utbildning,
tel: 08 - 5630 85 38, e-post: Per.Ekman@rhu.se

Om bedömningsprinciper Sommarinstitutet 2005

20 deltagare samt reserver till Sommarinstitutet 2005 skall utses och jag hoppas att dessa kriterier och erfarenheter kan vara till hjälp för er i ert arbete.

Tillägg i e-post 0410026:

Men jag vill mest rapportera lite av den oro som många samtal ger exempel på just nu. Intresset för SI verkar ha ökat och spritt sig till fler ämnesområden och det betonar en del av de problem vi redan noterat i antagningen.

Många oroar sig för ålder -- varpå jag svarar att antagningsgruppen jobbar med en helhet och med siktet på att skapa en grupp som kan fungera tillsammans under en intensiv vecka i juni. Eventuell åldersfördelning inom gruppen är underordnat andra kriterier. Men vi kanske kan räkna med ett ökat antal 'äldre' sökande.

Ett annat orosmoln som betonats i vissa samtal och som jag inte haft med i bedömningskriterierna är något som skulle kunna motsvara en traditionell forskarkarriär. Tre eller fyra samtal från skapande/konstnärliga utbildningar har framfört att den traditionella forskarutbildningen inte nödvändigtvis är självklar för dessa universitetskollegor. Jag har ingen uppfattning idag om hur stor del av de sökande detta påverkar men jag tror de respektive olika ämnesområden som kan tänkas beröras skulle kunna förbättras om vi möjliggjorde nätverkande och kontakter även för dem. Framförallt tror jag att SI skulle kunna må bra av ett inslag från ytterligare ämnesområden.

Därför har jag uppmanat de som ringt mig att söka och att verka för att även kollegor söker. Vad jag försökt uttrycka är att antagningsgruppen gör den slutliga antagningen men att sökande från den här typen av ämnesområden får tänkas sig en fras 'forskarutbildning eller motsvarande' och därefter argumentera för att de har något som motsvarar forskarutbildning i termer av fördjupning, metodologi, disciplinkännedom, och professionalism.

Hör gärna av er med frågor och kommentarer. Om möjligt bör vi träffas i december/januari för att i ett krafttag med våra kriterier och procedurer utvärdera dessa och om möjligt underlätta framtida antagningsprocesser.

Steg 1 - Sortera bort!

Ansökningen skall vara ankomststämplad på rådet senast den 10 /11.

Undervisningserfarenhet som är mindre än 80 tim då SI05 genomförs. Rena kontakttimmar är lätta att kvantifiera men även kursutveckling bör tas med i beräkning vid enskilda fall.

Avsaknad av pedagogisk utbildning på högskolenivå.

NB. Tidigare kunde vi krasst sortera bort sökande äldre än 35. Detta är idag ej längre möjligt. Den nya formuleringen är 'i början av din lärargärning'. Ansökningar där sökande inte är i början av sin lärargärning kan alltså sorteras bort. Här får en negativ definition tillämpas tror jag: SI behöver en förhållandevis homogen åldersfördelning samt inriktas i någon utsträckning på lärar-forskare som redan i början av sin karriär visar på potential för pedagogisk utveckling/ledarskap. Början på en lärargärning kan för all del vara senare än 35 men

rimligtvis har vi ett utrymme mellan 25-40 där 35 år 'gamla' deltagare även framgent kommer att vara få. Jag föreslår att detta sorteringsalternativ används först då övrig fördelning gjorts (se nedan).

Steg 2 - Bedömningar av pedagogiska meriter och forskningsmeriter
Pedagogiska meriter
Antalet undervisningstimmar är mindre viktigt än den pedagogiska grundsynen, dvs kvalitativa bedömningar är viktigare att göra - helst en holistisk bedömning där ni tar hänsyn till följande tre aspekter:

1) att deltagare meriterat sig genom att gå pedagogiska kurser för undervisning inom högre utbildning eller genomfört annan längre lärarutbildning på högskolenivå. Dock är det helt avgörande att de även reflekterar kring hur denna meritering påverkat deras verksamhet.

2) Motiveringen i ansökan till 'Varför ska du antas till SI2005?' 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. Trots denna svårighet, som ni måste vara observanta på, tror jag att det går att göra en grovsortering här.

Vid Pedagogiska Akademin, LTH använder man sex bedömningskriterier som ni kanske kan ha glädje av att diskutera för er bedömning också:

* i vilken utsträckning man utgår från ett lärandeperspektiv till skillnad från ett lärarperspektiv. NB. Att SI arbetar med ett lärandeperspektiv med att det primära ändå är att det finns ett formulerat perspektiv alls (se nästa punkt)
* 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) Erfarenhet av undervisning och hur det påverkat deltagares grundsyn och utveckling bör ni naturligtvis också väga in—alltjämt med grundförutsättningen att det är en medveten lärar-forskare som söker sig till SI05.

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

5) En annan viktig dimension av ansökningshandlingarna är till vilken utsträckning deltagarna antyder eller för fram följande extra meriterande dimensioner:

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 forskarutbildningen och sedan använda det här kriteriet med försiktighet med tanke på skillnader mellan fakulteter i tid fram till disputation.

NB. Återigen är ålder inte längre möjlig som primär sorteringsfaktor men likväl värdefull som en fördelningsaspekt då ni ser över institutets sammansättning. Applicera ett eventuellt ålderskriterium ni ställer upp med försiktighet på ett liknande sätt som det 'ålderskriterium' som gäller för hela SI (se ovan)-

2) Den uttryckta kopplingen mellan forskning och pedagogisk verksamhet är även den av stort intresse för SI-veckan. Även detta kriterium bör användas i andan att få reflekterande medvetna lärar-forskare till institutet.

3) Rekommendationsbrevet blir viktigt att luta sig mot - men validiteten i rekommendationsbrev är ju problematisk. Likväl är brevet en mycket viktig informationskälla. Se också speciella meriter under steg 2 punkt 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

NB. Tidigare år har en 'perfekt' fördelning eftersträvats (alltså 5 deltagare ur varje kategori) Detta ser jag inte som ett primärt kriterium. SI05 kan inte hantera stora obalanser men meritering och gruppens potential måste gå före en sådan stenhård tillämpning av kvotering.

Däremot finns det en poäng i att det finns reserver att ta från respektive kategori så att den balans ni kommit fram till i största möjliga mån kan bibehållas även då reserver antas.

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

3) det har visat sig finnas en mycket traditionell koppling mellan genus och vetenskapligt ämnesområde. Här finns naturligtvis en möjlighet för er att motverka denna genom att lyfta in sökande med otraditionella ämnesval inom varje kategori sökande vid likvärdig meritering

4) vid likvärdig meritering bör ni eftersträva lärosätesspridning först och därefter spridning på antal ämnesområden. **NB.** Anita Risslers utvärdering visar ju på en tydlig dominans bland de antagna från naturvetenskaplig/ teknisk fakultet. Det finns förklaringar till detta och jag tror inte att jag vill frångå de primära kriterierna MEN i ett val mellan två huvudsakligen likvärdiga ansökningar är detta en faktor som kan få påverka ert val ;-)

5) En ny antagning bör göras varje år men jag bifogar Anitas figurer över spridning och fördelning för er information

Lycka till,

Magnus Gustafsson


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En del av Anita Risslers material:
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Fakultetstillhörighet

Antalet sökande till SI har ökat kraftigt de senste åren och nu antas mellan 10 – 15 % av de sökande. En sammanställning av fakultetshemvist hos de 80 deltagarna vid Sommarinstituten SI00, SI01, SI03 samt SI04 visar att (Fig 2) :
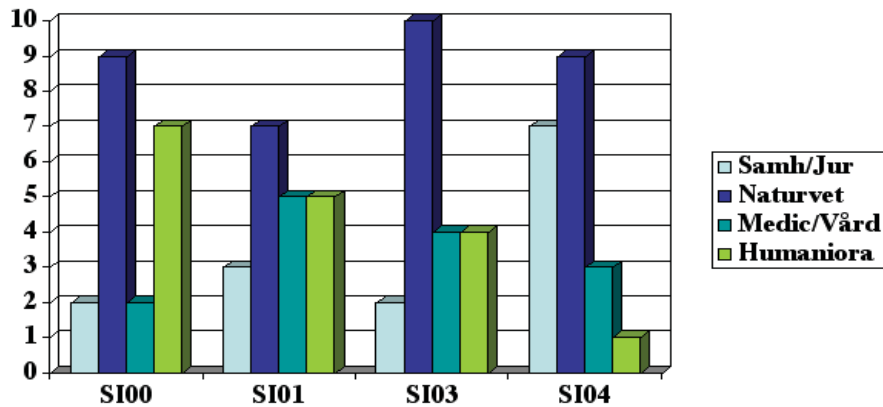
Fig 2. Antal deltagare SI00, SI01, SI03 samt SI04 efter fakultet

vid varje antagningstillfälle har naturvetare varit i majoritet. Den minsta gruppen har varit samhällsvetare och endast några jurister, som ingår i denna grupp har deltagit. Med åren är det även allt färre humanister som deltagit i Sommarinstituten.

Deltagare per lärosäte
Vid samtliga fyra Sommarinstitut finns en mycket tydlig tendens som visar att äldre universitet svarar för nästan hela deltagarantalet, lett av universitet/högskolor i Stockholm, Lund och Göteborg (Fig 3). Deltagare i Jönköping, Örebro och Mälardalen ingår i gruppen med deltagare från Växjö universitet. Mindre högskolor finns endast företrädda i några enstaka fall.

Nu börjar det att finnas en viss "kritisk massa" av SI-alumner vid lärosäten fördelade över landet, där deltagare i Sommarinstituten skulle kunna få hjälp och stöd av varandra i pedagogiska utvecklingssatsningar på hemmaplan.
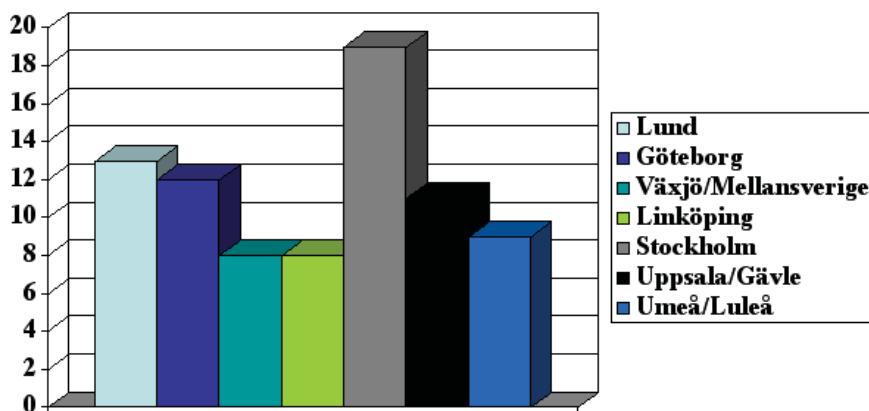
Fig 3. Antal deltagare SI00, SI01, SI03 samt SI04 efter lärosäte

Deltagare per befattning vid utvärderingstillfället
Vid de senaste ansökningstillfällena har eftersträvats att hälften av de antagna varit doktorander och hälften färdiga doktorer. Lika många kvinnor som män har antagits och i de fall genustypiska ämnesval snedvridit antagningen har behöriga med atypiska ämnesval prioriterats.

Befattningen hos SI-alumner vid utgången av år 2003 kan ge en fingervisning om deltagarnas arbetsuppgifter och möjliga fortsatta karriärer. Figur 4 visar inte oväntat att bland de två första deltagargrupperna, som står i fokus för den här utvärderingen, är universitetslektor den vanligaste befattningen i kombination både med forskaruppgifter och med studierektorsroll. Forskarbefattning är därnäst den vanligaste befattningen. Förhållandevis få tillhör befattningsgrupperna universitetsadjunkt, doktorand (vid denna tidpunkt), eller forskningsassistent. Några har lämnat universitetet för uppgifter utanför den akademiska världen.
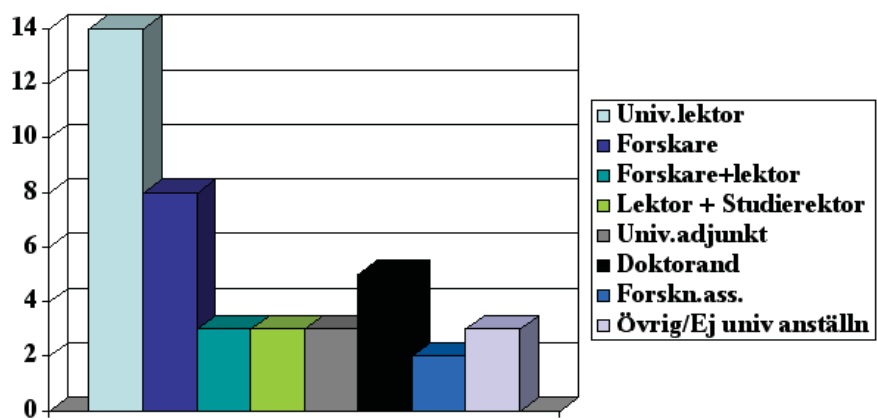
Fig 4. Befattning år 2004 för deltagare i SI00 och SI01

Urban	Ljungquist	Växjö universitet	Ekonomihögskolan
Axel	Mie	Lunds universitet	Analytisk kemi
Didrik	Vanhoenacker	Stockholms universitet	Botaniska institutionen
Jesper	Rydén	Malmö högskola	Teknik och samhälle
Janne	Lindqvist	Högskolan i Gävle Högskolan	HS/Litteraturvetenskap
Robert	Feldt	Trollhättan/Uddevalla	Datavetenskap
Jonas	Nordin	Stockholms universitet	Historiska institutionen
Thomas	Thelin	Lunds tekniska högskola	Telekommunikationssystem
Guy	Davies	Mitthögskolan	Informationstekonologi o Medier
Maria	Kvarnström	Linköpings universitet	IMK
Laila	Karlsson	Linköpings universitet	Biologi
Victoria	Johansson	Lunds universitet	Lingvistik
Erika	Nordin	Örebro universitet	Rest-och måltidskunskap
Lena	Karlsson	Lunds universitet	Centrum för genusvetenskap
Maria	Andersson	SLU	MHM
Victoria	Wibeck	Linköpings universitet	Inst för tematisk utbildning o forskning
Martina	Lahmann	Göteborgs universitet	Kemi
Karin	Nykvist	Lunds universitet	Litteraturvetenskap
Jeanette	Bengtsson	Högskolan i Halmstad	Hälsa och samhälle

An additional participant was admitted but cancelled participation less than a week before the Summer Institute and no attempt was made to replace that participant.

Welcome to the Swedish Summer Institute 2005 – Learners for Change

The Summer Institute is approaching and we hope that you are looking forward to this event as much as we are. At the end of this letter you will find more information about how you will get to our venue at Selma Lagerlöf Quality Hotel (http://www.selmaspa.se). However, before we meet, there are seven things we would like you to prepare for the Summer Institute week.

7. Introduce yourself at the Council's forum board
8. Read the enclosed article by Lee Shulman
9. Start your reflective journal
10. Bring a teacher/researcher related 'problem' from your situation
11. Bring an article about pedagogical development work done in your field
12. Bring a picture of being a teacher/researcher in Higher Education
13. Confirm travel arrangements before May 10

Preparations

To start with, there is a special forum only for you at the Council for Higher Education forum board. In order to speed up the process of getting to know each other at the SI, we would like you simply to post a brief introductory message in English; Who are you?; Where do you work?; What's your discipline?; How did you learn about the SI?; and why did you apply for it? Or, of course, any other less predictable information you would want to introduce yourself with.

You have already been registered as members at the "Inför SI 2005"-conference. To reach this forum, you have to login at the bottom of the page http://www.rhu.nu/forum/ by using your e-mail address and the password "sommar".

Secondly, we would like you to bring a sample of published pedagogical development work or pedagogical research from your field. What we would like you to do is to bring a research article, conference paper, or possibly a book chapter that illustrates an issue of pedagogical concern for your field. We will not be expecting you to summarise this piece of scholarly work but we will try to use it as starting points for our week-long seminar and our inquiry into our respective professional roles as teacher-researchers.

The third thing we have in mind is for you to read the article that we enclose —"From Minsk To Pinsk: Why A Scholarship Of Teaching And Learning?". This is an article by Lee Shulman, whom some of you might be familiar with. Nevertheless, we ask you to consider what he is proposing about 'the three P's' in Higher Education:

- To what extent do you recognise the situation Shulman outlines with the three P's?
- Shulman also makes a distinction between scholarly teaching and scholarship of teaching. How does that distinction reflect your own practice and the teaching at your department?

- On reading the Shulman article, you will be reminded of the importance of reflecting on the teaching and research we do. To what extent is that part of your current practice and learning?

Now, we do not expect a five-page exam paper on these questions but we believe that these types of questions and this type of thinking will inform many of our sessions during the SI so it makes sense to spend some time thinking about how Shulman's argument relates to your situation or should relate to your situation. Spend the time you find it worth – anything from 30 minutes to 30 hours!

Predictably, we encourage reflection and knowing-in-action and we have therefore enclosed also a log-book for your reflective journal. **Our fourth task for you**, then, is that we invite you to keep a journal to become more actively reflective about your practices and about ideas you come across. Use this journal before, during, and after the SI as a journal with which to keep track of thoughts, impressions, and ideas. We recommend you to write down your expectations about the SI since it could be useful for you to go back to these notes during the week. Some writers prefer to columnise the journal and keep one column per page for 'input' or 'representations of events' and the other column for reflection about items in the first column. However, it is your journal and while we will be working with it during the SI at times, you use it as you see fit.

With the notion of purposive reflection and your work with the journal, **our fifth assignment for you** is probably the most important one. We ask you to bring to the SI a 'problem' from your work as a teacher/researcher at course, department, or even programme or school level. The problematic issue or aspect you bring should be oriented somehow towards improved student learning. So, what is it you would like to change and why? How will it improve learning? Issues and aspects can range from session level via course level to issues like programme level and school policies. Your focus could be on any issue related to learning such as motivation, planning, assessment, methodologies, etc. Ask yourself, however, what kind of solution you are looking for … Use your journal to write down your thoughts about what you want to change and why (don´t write an essay) before coming to the SI.

In one way or another, every session at the SI is connected to your work on this 'problem'. Nevertheless, we do not expect that you will necessarily be able to solve your issue during the week. Therefore, this is a process, project if you like, that we expect to return to in our reunion during the Winter Institute -06. Our aim with this 'problem', thus, is to invite you to do some pedagogical development work during the fall based on your experience and your spending a week with like-minded in June. Then, we would like you to distribute your findings at the Winter Institute. Needless to say, this will be beneficial to everyone involved and you will hopefully want to use this publication in your pedagogical portfolio.

Finally, with some presentations on the forum, some thinking about pedagogical development in your own research field as well as possible issues in your own situation in HE, we think **a final preparatory assignment** becomes rewarding. We would like you to choose a picture or image (could be a picture from a magazine or a photograph, not smaller than 10 x 10 cm) that somehow represents your understanding of working in HE. In the SI, we will use this picture for introductory purposes as a way of further getting to know each other.

Meeting point

Getting to Sunne on a Sunday is no easy task!. Therefore we will meet in Örebro at noon on Sunday June 5 where a hired bus will be waiting for us and take us to Sunne. The trip is about 180 km and will take about 2,5 hrs. We will be providing you a lunch packet and tea/coffee on boarding the bus. So, you need to get to Örebro on time and enclosed you will find a list of suggested travel arrangements for all participants. We assume that you will start from your home addresses. **Please confirm the travel arrangements (or suggest changes) to Inger Backlund (inger.backlund@rhu.se) no later than <u>May 10</u>.** Inger will then book your tickets and see to that they are sent to your home addresses. If you have travel expenses for local travel (bus, taxi) you will be reimbursed afterwards and a claim form is enclosed. A list of participants with contact details is also enclosed. Please check that your particulars are correct and inform Inger (inger.backlund@rhu.se) about any changes. Please also remind us if you have any special food requirements (allergies, vegetarian). In case you run in to problems anyway, it might be good for you to have these phone numbers handy

Selma Lagerlöf: 0565-166 13
Per: 0730-52 17 37
Magnus: 0709-68 79 82

Well, this was a long letter of preliminaries. We will probably have forgot something important, nevertheless, the most important thing is that we have a full week to spend together discussing higher education and what we can do in it in the future. We´re really looking forward to seeing you in June! Don´t hesitate to contact us if you have any questions!

All the best,

Magnus Gustafsson	Per Ekman	Charlotte Silén
031-772 58 15	08-5630 8538	013-22 86 70
magusta@chalmers.se	per.ekman@rhu.se	chasi@imv.liu.se

<u>**Enclosed:**</u>
Shulman's article "From Minsk to Pinsk: Why A Scholarship Of Teaching And Learning?"
Program
List of participants
Travel arrangements
Travel expenses claim form
Journal

Program and practicalities

As you will probably want to have some idea about what you will be doing during our week in June we have prepared an outline for the week. Please note that we know from past SIs that the initial program may have to be slightly adjusted during the week based on seminar activities and needs. You might find this program vague and confusing but please note that we allow, and to some extent invite, this vague character to the SI in order to allow you more room to maneuver and explore our various themes.

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
08.30 – 09.00		Feedback Sunday	Feedback Monday	Feedback Tuesday	Feedback Wednesday	Project narrative
09.00 – 10.30		**The project**	**Learning in HE**	**Curriculum**	**Parallel sessions**	**Project presentations**
11.00 – 12.30		**The central questions**				**Closing and summing up of SI05**
12.30 – 14.00		Lunch / Reflection	Lunch / Reflection	Lunch / Reflection	Lunch / Reflection	Lunch and Diplomas
14.00 – 15.30		**Assessment**	**Project work**	**Project work**	**Strategies for re-entry**	
16.00 – 17.30	**Welcome / Introduction The problem**		**Alternative Activity**	**The informed practitioner**	**Project work**	
17.30 – 18.00	Feedback cards	Feedback cards	Feedback cards	Feedback cards	**Project narrative**	
19.00 - ?	Dinner	Dinner	Dinner	Dinner	SI04 Dinner	

- For one of our dinners we hope to be eating outdoors – bring clothes accordingly
- The environment allows walks and jogging in the surroundings as well as various outings
- There is also a decent gym room etc.

Welcome to the Winter Institute 2006

We will meet for the Swedish Winter Institute 2006 in less than a month! Getting back together again and getting a chance to share some of our post-SI experience will be great fun. We are all looking forward to seeing you again and I hope we will be able to re-create some of the SI-atmosphere despite the fact that we only have two days and face the prospect of starting a new term on our return.

Nevertheless, there is also the perspective of continuing our projects irrespective of what stage they are currently at. Our aim is to be able to document the projects during 2006. Therefore, our main objective with the WI is to begin that process of documentation. We will need to discuss very many aspects of such documentation during the WI but we will also dedicate time to actually sit down to begin drafting the project documentation. Similarly, we will try to spend time reading each others' drafts and begin to work together to improve drafts and learn from each other.

Some options for the 'documentation'

Basically, we see three options today in view of the uncertain future of the Summer Institute. The first alternative is to publish your project in the closing report of the SI05. The second alternative, which is an extension and continuation of the first, would be to proceed by trying to disseminate your project in a journal or at a conference. The third alternative would be to be to document your project for use only in your pedagogical portfolio. In terms of deadlines, the most urgent deadlines are involved for publication in the SI05 report where your first draft is needed in February 2006 and your second draft will have to be submitted by April 2006.

Preparations

Some preparations are needed before coming to the winter institute. Needless to say, we ask you to prepare by bringing whatever material is relevant to your project but we also ask you to present the project and consider its 'documentation' vis-à-vis your own samples and an article from the Summer Institute Reader.

Materials we will be using during the WI event

We are asking you to come having prepared **three** things:

- Please come prepared to make a very short presentation about your project so far but focused on content in terms of the **why**, the **what**, and the **how** of your projects today. We ask for a *5 – 7 minute* presentation (note that we'll have to be strict on the time to fit everyone in!! ;-). As we'll be doing the the presentations in groups of 7 (6 participants & 1 facilitator per group), you could bring a powerpoint if you want, and we could sit around a laptop. Or you could bring overheads. Or a very short handout (1 – 2 sides max). But please bring something in writing, in both electronic and paper formats.
- Please read the attached article by Trigwell and Shale. (It was in the SI course reader, and is attached for your convenience.) We will use this during the WI to reflect on what our own writing looks like against their argument regarding the evolution and prospect of 'scholarship of teaching and learning'. For our

purposes, the emphasis on practical application and the student perspective is particularly interesting.

- Please bring an article you have found useful in thinking about your own project. Most likely this will be a pedagogical case study from your own discipline, but it might also be on a more general pedagogical theme. (Note: we cannot entirely predict this, of course!, but we think it's likely that a case study type of article – whether discipline-specific or more general in focus – will be most helpful to you during the WI, especially on the Thursday. So go hunt if you don't already have one!!)

Materials relating to your project, for example:
- Curricula and course memo(s)
- Course planning past and present
- Learning material past and present
- Relevant exercises and hand-outs
- Assessment material and principles

Materials relating to your initial assessment and evaluation of your project, for example:
- Evaluation material and principles
- Theory or possible theoretical framework used (to be used)
- Your journal and your project narrative
- <u>If you have draft text then obviously bring that!</u>

Initial thoughts on the project documentation (the texts you might bring)

So, our ambition is that your projects be documented during 2006. We want to try to balance as far as possible the desire to allow you freedom to write up your cases in a way that is helpful and meaningful to you against the need to achieve at least a measure of consistency, so that the final presentation of the cases makes sense to its readership. Obviously, we'll be discussing all of this in detail during the WI. At this stage, we have no desire to give you a detailed case study template which you will be forced to follow. (As if that would work, anyway!) But we do want to suggest a broad, overall format to achieve generic consistency of documentation. To begin with, there needs to be a word limit of approximately 5,000 words. Also, we suggest that all the documentation follows a case study type of format.

We have chosen the case study since we guess that you will have read case studies from your own literature and you will probably have read a few case studies from the literature related to pedagogical research. Furthermore, at this point in time, most likely, your projects will not (yet!) lend themselves to a more generalized pedagogical write up, since you will probably be looking at one specific course / context, and not at a whole field / pedagogical research question. In addition to this, the case study often has a stylistic register that is not excessively demanding on the writer and invites a large readership; it allows for a fair balance between the descriptive and the analytical/theoretical. In short, case studies should be accessible.

The case study often uses the simple yet dynamic basic structure of **S**ituation-**P**roblem-**S**olution-**E**valuation (SPSE). We think it is likely that this basic structure will be helpful to you in documenting your post-SI activities. This structure also allows for flexibility. Hence the

issues, theories, and projects discussed in your samples will probably differ in scope and background and maybe even in the immediate level of implementation (lecture, course, programme, etc). With any luck, we will be able to find useful generic structural aspects of the case study in the samples you bring and then negotiate how these findings might inform your writing. So, part of our task during the various discussions in January will be to be able to focus precisely on the issue of crystallizing what your projects should communicate and how your samples can be used to highlight good strategies for your purposes.

Outline

Thursday January 12	
10.00 – 10.30	Coffee
10.30 – 13.00	Ceremonial opening of the Winter Institute Box! Introductory matters and setting the stage for what we want to be doing during our two days. Approx 11.00 and onwards: 7-minute project presentations in three groups of six projects A discussion after presentations where the groups try to review the nature and contents of the projects to bring key issues, questions and ideas back to the plenary after lunch. A poster per group to offer advice, suggest strategies and ask questions related to documenting the projects.
	A culturally informed lunch!
14.00 – 16.00	Groups report back on discussions during the morning. These issues are then to inform our exploration of the rhetorical pattern suggested for the case studies (SPSE) and our negotiating strategies for effectively describing our projects. The next step involves us comparing our understanding of the case study with the structures and strategies you have noticed in the samples you've brought.
	Coffee
16.00 – 18.00	16.00 -17.00. With your learning partner(s): How does this line of case study thinking work for my project documentation? How can/will I use or adjust the suggested structure for my project? 17.00 – 18.00: Individual writing task. Write a structural skeleton of your project documentation in view of the suggested structure and the afternoon discussion. If you have a draft text, relate that to what you need to add or revise in view of the afternoon input. Submit an electronic copy as well as a printed copy. Feedback cards: A 3-minute essay on …
19.30 – 21.00	Dinner in Downtown Lund!!!

Friday January 13	
08.30 – 12.00	**Feedback** Writing groups read skeletons and offer feedback and we then enter a cycle of writing, response work and revision till lunch.
	Coffee
	Discussion / feedback and revision based on case study guidelines and criteria as negotiated during the Thursday.
	Another culturally informed lunch!
13.00 – 15.00	13.00 – 13.45 Discuss in two writing groups and report back on: A) How does your case relate to the Trigwell & Shale argument? How does it relate/compare to the sample text you brought? How is your writing informed and scholarly? What do you need to do? B) What are your new questions? What's missing in your text? What do you need? What are your deadlines? What is your timeline from here on for getting your projects written up? 13.45 – 14.30 Plenary discussion / summing up: Discussing the level of 'informedness' of our drafts and projects – revised criteria, level of ambition, degree of transferability, relation to research. **Submit** your day-two draft including a 'to-do list' and a timeline 14.30 -15.00 Closing the Winter Institute 2006
	Coffee

Some comments on meeting with Åsa Wengelin and Sigrid Agenäs to discuss the current ideas for SI05.

As indicated in our mail correspondence, we met in Gothenburg at Chalmers, campus Lindholmen on March 14 to get Sigrid and Åsa's comments on the outline and ideas for SI05 in its current stage. The next step will be for Per and Dan to comment on these ideas as summarised by me. My agenda for the meeting was simple. Get a picture of SI04 and see to what extent the changes we are considering make sense and maintain the strengths of the SI while still developing it. The meeting with the reference group is timely in the sense that the planning is to some extent stalled during the preparations and delivery of the Hong Kong University Spring Institute which occupies Catherine's mind at the time and therefore limits the dialogue in the SI05 planning group.

We opened by trying to give Åsa a picture of the changes to SIs since 2000 and more particularly the outline, intentions and outcomes of SI04. From that loose opening we then proceeded to have a look at Sigrid's comments about SI04 in greater detail in terms of strengths and weaknesses. At a general level, the projects were good and worked well in many ways both as channels for the concretizing some of the discussions but also for exemplifying the complexity of the various issues dealt with as they would appear at different levels from individual one-on-one situations to program or curriculum design. The balance between 'input sessions' and more attitude-driven conceptual sessions was also mentioned as crucial as well as the amount of modeling we were trying to offer during the SI04.

From the project group dialogue I carried a few specific issues that needed addressing:
> Addressing the confusion of the SI04 Monday in an effective flexible manner
> Similarly considering ways of getting at the HE context session (SI04 Wednesday afternoon)
> Considering the use of the reader during the SI
> What type of feedback is needed for the SIs during the week?

So we jumped back and fort between the outline for SI04 and the one for SI05.

Addressing the Monday confusion:
The function of establishing the field of research into higher education learning is obviously important. In retrospect it worked during the SI04 but needn't be done by challenging participants in such a way. The fact that we spent time on reading three articles during the Monday was positive and well worth trying to retain. So textual analysis of a shared text might help emphasise the different backgrounds of the participants and the fact that moving towards HE learning research will probably mean encountering a new epistemology and new attitudes towards knowledge.

Here there was a suggestion to swap the assignment to bring a field-specific article in the pre-think for bringing a text on 'teaching/learning' in one's specific field. Hence some of the terminology confusion is avoided by encountering a text where a potentially new set of terms is at least used in a field the participants know.

Another suggestion here, was to actually introduce the research field and its way of asking questions in almost a transmission manner already on the Sunday in order to begin to explore it during the week

A third suggestion at this point but valid throughout the week was to try both to connect the conceptual discussions to day-to-day or current issues in Swedish HE (the projects help do that but a background of let's say the Bologna agreement could help channel discussions into something that support the participant in coming back home for the re-entry).

The Wednesday afternoon and the HE context:
Getting at the context is important but it felt basic and perhaps not really connected to the rest of the week. [This largely seems in line with the evaluation material]. The session in its new shapes, then, need activity and adjustment to projects, problems, examples, or simply to sessions that have gone before or come after.

One suggestion was to place this type of session earlier in the week and conducting by way of looking at mission statements and their interpretation of the higher education act and the higher education ordinance and then to begin to look at possible conflicts or synergies in that relationship. Similarly the mission statements can be related to projects and shared problems.

Another brief discussion/suggestion was to look at aspects such as 'gender', 'democracy', or 'internationalisation' as HE contexts and this eventually led us to an exercise that simply consists of discussing what we mean by some recurring terms used: 'the seminar', 'the lecture', ' 'the role of the supervisor', 'independent work', 'basic vs advanced course/studies'. It might be a discussion that would help concretizing the session on introducing 'HE learning' as a research field as well as function as bridge to discussing the context of HE.

Use of the reader and providing feedback during the week
Actually, not a great deal was said. The feedback that matters seems to have been provided by genuine comments during and after sessions and the sheer fact that people were seen. Nevertheless, we did talk of a possible 'checkpoint chat' at some point of the week that could be organized around just wanting to verify to what extent the learning partnerships were coming along. This discussion could be organized around group dynamics for instance

The reader is difficult to use during the week [yet many used it during the Thursday at SI04] but it was suggested that for the material we choose to put into it we should also have a very brief reference to it during the corresponding session [or actually a brief annotation to the same effect]

After lunch we began to look more systematically at the SI05 outline
Suggestions:
To get more reflection and journal time = push the dinner even later but break off for
reflection at 17.30 anyway. Use the same strategy around lunch = break off at 12.30 for
reflection but serve lunch 13.10.

Avoid plenary presentation of group assignments.

Pre-think: drop the in-field article and ask for an article from a journal on teaching and
learning in your field ('Teaching in Medicine'- type thing) (mentioned also above)

Project: More emphasis on the planning stage. There were many ideas during SI04 but
sometimes they needed tighter connection to learning situations/curricula and there were not
always tools to implement the ideas.

Day to day:
Introduce the research area 'learning and teaching in higher education' already on the **Sunday**.

Place 'central questions' after project time but before 'assessment on **Monday**. The session
connects well to the project concretization in terms of question of evidence let's say ad
beginning to think in terms of 'identity, legitimacy, selection, and communication' actually
begins to bring us towards assessment. (Rather than having 'assessment' inform the central
questions). The four questions of didactics could be used as a checkpoint actually. Moving
'central questions' earlier on the Monday doesn't necessarily make it more difficult to
reconnect to it when we want to et at 'learning in HE' but try to remember to make the
connection between 'learning in my field' and 'learning in HE'. Also, and equally important,
it is better to place the more difficult discussion on prime time and do the active assessment
session after lunch. The reformulation of questions regarding the project and central questions
would still work after the assessment session. We're advised to distinguish between
assessment of project and assessment of learning. BUT the assessment of the project has to
surface somewhere and that could be for 'the informed practitioner' session (currently on the
Wednesday).

Consider moving 'learning picture' and 'lenses on learning' to the **Tuesday** and place
'Curriculum design' on the **Wednesday**. This seems to make sense from a project point of
view. Curriculum design after avoids the risk of simply having selective hearing when the
'learning session' starts. Having said that this is a more deductive approach that somehow
short-cuts some of the learning process that might have transformative qualities and seems to
assume that 'curriculum design' has 'correct' solutions more than 'informed decisions' – well
worth discussing in the project group.

[NB. There were some difficulties talking about 'curriculum design' as it is a session that has
not been detailed at this point.]

Åsa almost managed to talk herself out of the **Thursday**! Introducing alumni on the Thursday
needs better preparation. They introduced old discussions and in cases slowed down project
work. Suggestion: introduce SI04s after lunch on Thursday and work with the projects for a
while where the task as it were is to 'sell' projects and ask for advice rather than alumni being

demanded to provide feedback. Then (count the pennies) and check who else among alumni can be invited after coffee to help concretize 'strategies for change/re-entry' as that is possibly where the 'networking' function of the alumni becomes more accentuated.

For the **Friday**, if the alumni are still around. Place them in a separate meeting to work on the upcoming alumni seminar for -06, or the non-existent SI-web for that matter

Reader

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