



UNIS welcomes all staff to the 9th Learning Forum

25th - 27th October 2022

What is Learning Forum?

The Learning Forum is the largest annual event where the entire UNIS staff can share and gain knowledge regarding research-based education, course construction, alignment, structural actions and other input to ensure quality development.

Place: Lassegrotta (UNIS)

*The 2022 Learning Forum will especially focus on **education for sustainability and digital possibilities/ tools** and invited guest lecturers will provide us with perspectives on these matters. UNIS colleagues will host **collegial sharing sessions**, and finally there will be workshops covering some of the mentioned topics.*

Learning outcomes - after the Learning Forum 2022 we, as participants, will:

- *have learned and gained ideas about how to incorporate sustainability in our courses and education*
- *have shared good teaching practice*
- *have acquired knowledge and techniques within digital tools*
- *have gained motivation and inspiration to develop expertise in teaching and learning*
- *have improved knowledge about educational quality at UNIS and challenges related to field-based education at UNIS.*

Who will be there?

All staff are invited to participate in all parts of the forum. **A group of bachelor- and master students** are invited to attend the plenum sessions.

Food/drinks:

There will be **coffee/tea/water** served during most plenum sessions.

Lunch will be served for all in the UNIS canteen Tuesday 25th and Wednesday 26th.

Drinks and some food will be served in the UNIS canteen Tuesday 25th at the poster session (afternoon).

PROGRAM – LEARNING FORUM OCTOBER 25th – 27th 2022

Day 1 – October 25:

09:00 – 09:20 **Opening and Welcome** in Lassegrotta

Jøran Moen, Director of UNIS and Stephen Coulson, leader ECOM UNIS

09:20 – 09:45 **A Primer on EDU-SPEAK**

For some scientists, a barrier to engaging in the scholarship of teaching and learning is the language of education. Sehoya Cotner will try to help us get ready to get the most out of the Learning Forum. Be ready to play along!

Sehoya Cotner, Professor at BIO and Centre Leader of bioCEED, UiB

09:45 – 10:00 *Break*

10:00 – 11:15 **Key-note speaker 1:**

“Education for sustainability: What does it mean and what does it look like?”

Yael Harlap, Associate Professor and Vice-Dean for Education, Department of Education, Faculty of Psychology, UiB

Atle Rotevatn, Professor and Head of Department of Earth Science, UiB

Pernille Nerlie, student representative bioCEED, UiB

11:30 – 12:15 **Lunch** – will be served for everybody in the UNIS cantina

12:15 – 13:30 **Workshop session I** (separate registration form will be sent out)

13:30 – 14:00 *Break*

14:00 – 15:15 **Workshop session II** (separate registration form will be sent out)

15:30 – 16:45 **Poster session**

16:45 – 19:00 **Pizza and drinks** in the UNIS cantina

Day 2 – October 26:

09:00 – 10:00 **Key-note speaker 2:**

“From learning spaces to places for learning – co-creation at the intersection of on-line and on-site teaching and learning”

Patric Wallin, Associate Professor at the Department of Education and Lifelong Learning, NTNU

10:00 – 10:30 *Break*

10:30 – 11:30 **Key-note speaker 3:**

“The use of Canvas as a mediating digital tool – Research-based understandings influencing learning in digital practices”

Dag Husebø, Professor and head of the UniPed-department, UiS

11:30 – 12:15 **Lunch** – will be served for everybody in the UNIS cantina

12:15 – 13:30 **Group sharing sessions** (separate registration form will be sent out)

13:30 – 14:00 *Break*

14:00 – 15:00 **Group discussions on sustainability thinking within courses and education**

14:00-14:10 The Director, Jøran Moen, presents the aims for this session – Lassegrotta

14:10-15:00 Groups into assigned break up rooms

15:00 – 15:45 **Plenum presentations on previous group discussions**

15:00 – 15:30 Regroup in Lassegrotta. Reporter presents how their discussion went and the outcomes

15:30 – 15:45 Plenum discussion led by Coulson and Moen

15:45 – 16:00 **Sum up**

Day 3 – October 27: *No lunch served; the departments may organize something themselves.*

09:00 – 12:00 **Departmental meetings** (rooms will be announced during Learning Forum).

Each department can decide the educational topic of the meetings but is requested to deliver a short memo to the UNIS director on revising course structures to ensure course packages at bachelor or masters/PhD levels.

Presentation of keynote and presenters:

Title of keynote 1: “Education for sustainability: What does it mean and what does it look like?”

Yael Harlap, Atle Rotevatn & Pernille Eyde Nerlie

Description of keynote: What is sustainability, what is sustainability education, and what does it look like at a place like Longyearbyen and an institution like UNIS? After exploring these questions, Yael Harlap, Atle Rotevatn and Pernille Eyde Nerlie will explore different facets of and perspectives on sustainability education. First, audience members will consider the value of an interdisciplinary, collegial ‘third space’ and introduce the Sustainability Education Collective at the University of Bergen as a model for a faculty learning community. Then, we will explore an innovative course on energy transitions and share what made the course work as sustainability learning for two very different groups of students. We will then offer a student perspective on sustainability, including reflection on how we can better prepare students to participate in work life and society as sustainability becomes increasingly important. The keynote will end with us thinking together with the audience about what education for sustainability is, where some of the challenges lie, and how it can be a meaningful approach for education at UNIS.



the purpose of higher education, and on racialization in Norwegian higher education. Yael co-founded the Sustainability Education Collective at UiB in 2020.

Yael Harlap is Associate Professor of university pedagogy and Vice-dean of Education at the Faculty of Psychology at the University of Bergen. She previously worked with university pedagogy at the University of British Columbia, with a focus on global citizenship education, sustainability and social justice. As an educational leader, she is passionate about equity and social justice, student voice, student-engaged pedagogies, authentic assessment, the first-year undergraduate experience, and sustainability education. Her recent research projects have focused on how the pandemic pivot to online education has changed professors’ minds about



Atle Rotevatn is Professor of structural geology and basin analysis, and Head of Department at the Department of Earth Science at the University of Bergen. He has been teaching at bachelor-, master- and PhD level for more than a decade and has continually been active in curriculum development at his department. He was awarded the Olav Thon national award for excellence in teaching in 2018, and in 2021 he was admitted to the pedagogic academy at UiB as an Excellent Teaching Practitioner (ETP). Atle is active in the UiB Sustainability Education Collective and has developed sustainability curriculum focused on energy transition offered to UiB students as well as to industry professionals as part of UiBs continued education portfolio.



Pernille Eyde Nerlie is a master student in marine biology at the University of Bergen. She completed her bachelor's degree in biology from the University of Bergen in 2021 and spent her last semester on an exchange at the University Centre of Svalbard. Before studying biology, she spent a year studying International Environment and Development Studies at the Norwegian University of Life Sciences. Pernille has been a part of bioCEED Bergen since 2019, where she holds a position as student representative on the board. During her exchange she was also a student representative for bioCEED UNIS. She is also currently working as a bioCEED student research assistant (bioBEE).

Title of keynote 2: "From learning spaces to places for learning – co-creation at the intersection of on-line and on-site teaching and learning"

Patric Wallin

Description of keynote: In this session, my hope is to stimulate discussions about how we can involve students in the design of both on-line and on-site courses and activities and how students and teacher together can use experiences from the pandemic to reimagine courses. Digital tools provide us with seemingly endless opportunities, but it is important that we involve students when integrating them in courses and that we have a clear pedagogical purpose to use them.

I will talk about the collaborative transformation of learning spaces into places for learning by students and educators, and how this transformation creates opportunities for students' construction of belonging and active participation in higher education which can integrate both on-line and on-site activities. It is these places that are at the heart of higher education and that allow students and educators to work together, act out different roles, reflect on relevant concepts and problems, and support each other in their learning processes. In other words, places and their construction are relational, social, political, and temporal. By drawing on concrete examples, I hope to inspire and provide entry points how to integrate these ideas into courses.



Patric Wallin is an Associate Professor at the Department of Education and Lifelong Learning at the Norwegian University of Science and Technology (NTNU) and program leader for university pedagogy at NTNU. In addition, he is the chairman of the board for the Norwegian Network for Teaching and Learning in Higher Education. In his research, he uses critical pedagogy as an entry point to explore how to create educational spaces in higher education that enable students to make meaningful contributions to research and society, and in how traditional student-teacher positions can be challenged through partnership. By re-considering the relationship between undergraduate teaching and academic research, he wants to re-establish the university as a place for collaboration between students and academics with the common purpose to co-create knowledge and meaning.

Title of keynote 3: “The use of Canvas as a mediating digital tool – Research-based understandings influencing learning in digital practices”

Dag Husebø

Description of keynote: This keynote takes its starting point in Canvas features and use presented in the workshop lead by PhD Abdelnour Alhourani Tuesday evening 25th Oct. The keynote will describe the pedagogical arguments laying behind the Canvas practices shared and demonstrated.

At the University of Stavanger (UiS) there has been developed a contextual research-based understanding on how to support colleagues in their professional development at UiS. In several studies and publications from the last decade, we have listened to and analyzed empirical material stemming from our colleagues taking part in different competence building processes (Bjaalid, Husebø and Moen, 2020, Gard and Wadel, 2016; Hanssen, Husebø and Moen 2012, 2017, 2020). Here we present colleagues’ understandings, interests and needs for both theoretical and conceptual tools, in addition to practical tips and advices. Some of the key theoretical and conceptual understandings stemming from the research are shared in the presentation, revealing how the findings are embedded in the Canvas course designs and the collaborative practices going on in this learning management system.



Dag Husebø holds a PhD in Educational Science. He is now professor of higher education pedagogics, and head of the UniPed-department supporting scientific staff leading learning at the University of Stavanger, Norway. His current fields of interest are teaching, learning and professional development among university teachers in higher education. His research background also includes religious didactics, dialogue and digitalization in schools and higher education.

Presentation of workshops and workshops holders (external):

Title of workshop: “From Sustainability Talk to Pedagogical Practice: Making Connections for Student Learning»

Part I: “Identifying Sustainability Stories and Making Connections through Course Design”

Part II: “Pedagogical choices for Sustainability Learning: Building Blocks for Learning Design”

Marie van der Kloet, Yael Harlap & Atle Rotevatn

– see description of workshop below in the workshop part



Marie van der Kloet is an Associate Professor in the Program for University Pedagogy at the University of Bergen and an Adjunct Associate Professor at the University Centre in Svalbard. Previously, I worked at the University of Toronto and McMaster University in university pedagogy. At McMaster University, I was a steering committee member and project advisor for the development of the [Interdisciplinary Minor in Sustainability](#). My current teaching is for academic and professional staff, as well as PhD and postdoc researchers. I design and teach core courses in university pedagogy and

specialize in accessibility and equity in teaching and learning in higher education. My current research is focused on work, power and identity in higher education.

Title of workshop: “Developing use of Canvas to support students learning – Sharing examples through practical demonstrations”

Abdelnour Alhourani & Dag Husebø

- see description of workshop below in the workshop part



Abdelnour Alhourani holds a PhD in Biomedicine. He has recently made transition from a lecture in Biology, to an ED-Tech at the University of Stavanger. He applies his technical expertise in establishing adaptable teaching courses in natural sciences and pedagogy using learning management systems as well as integrating face-to-face teaching with digital self-paced learning solutions including advanced course design, 3D/VR simulations and video/audio educational aids.

Title of workshop: “How to assess practical skills in lab and field settings”

Simone Lang, Pernille Bronken Eidesen & Anne Bjune

- see description of workshop below in the workshop part



Anne Bjune is a professor at BIO, UiB and is in addition to being Head of Education at the department involved in the teaching of botany for second semester students and paleoecology to more advanced students. Her research is about the past using pollen and plant macrofossils to infer past flora, vegetation, and climates.

Title of workshop: “Critical pedagogy - How to co-create learning environments with students on-site and on-line”

Patric Wallin

– see description of workshop below in the workshop part

Title of workshop: «An evidence-based approach to STEM education»

Sehoya Cotner, Roy Andersson & Oddfrid Førland

- see description of workshop below in the workshop part



Sehoya Cotner is a professor in the Department of Biological Sciences, and Centre Leader of bioCEED. She is a discipline-based educational researcher who has studied STEM equity, student-active learning, and teaching-assistant professional development. She is co-instructor, with Roy Andersson and Oddfrid Førland, of the 2021/2022 offering of the “Collegial Teachers Course” offered at UNIS and UiB. Most recently, she has written about thinking creatively about assessment, student perceptions of text-based chatting during remote instruction, and the efficacy of a Sense of Belonging intervention in introductory-STEM courses. Read more at: [Cotner papers](#)



Roy Andersson is an Associate Professor at the Faculty of Engineering (LTH) at Lund University. He is an Academic Developer at the Centre for Engineering Education and a Senior Lecturer at the LTH Department of Computer Science. He has been working as an Academic Developer since 1998. His main interest is to promote academics’ investigations of their teaching practices in a scholarly way, in other words supporting Scholarship of Teaching and Learning (SoTL). Roy is responsible for the program of pedagogical courses for university teachers at LTH and teaches several courses himself. He is a member of the Pedagogical Academy at LTH since 2002. Since 2015 he also holds a part-time position as Associate Professor II at the Centre for Excellence in Biology Education (bioCEED) at University of

Bergen.



Oddfrid Førland is the coordinator at bioCEED - Centre for Excellence in Biology Education, working at the Department of Biological Sciences, UiB. She is also an academic developer and works with professional development for academic teachers in STEM and curriculum development in biology and STEM. Oddfrid is a part-time PhD student at Centre for Engineering Education, LTH, Lund University. Her research focus on change in higher education and academic teaching culture and reward systems for excellence in teaching.

Workshop session I Tuesday October 25th - 12:15-13:30

Participants can choose one workshop. Please note that the workshops might require some preparation from the participants in forefront.

- 1) Title:** “From Sustainability Talk to Pedagogical Practice: Making Connections for student Learning”. Part I: “Identifying Sustainability Stories and Making Connections through Course Design”

Lead by: Marie van der Kloet, Yael Harlap and Atle Rotevatn

Where: Kapp Schoultz

Description: This workshop focuses on identifying and considering teachers’ and students’ experiences, motivations and commitments in order to design courses which centre sustainability and connect with the experience of those living, studying and working in Svalbard. In this workshop, participants will situate themselves in relation to sustainability stories and discuss what they know about students’ goals and interests regarding sustainability. We will leave the workshop having considered how to connect these perspectives through course design.

Note: It is not essential to attend both parts 1 & 2 of the sustainability workshops.

- 2) Title:** “iEarth Workshop on Local Field Teaching Laboratories – development and implementation”

Lead by: Lena Håkansson

Where: Kapp Lee

Description: The Geology and Geophysics departments at UNIS are central to the iEarth SFU consortium and have committed to deliver on the iEarth Focus Area 4 goals on field teaching and learning. Central to this is the development of local field teaching laboratories, including a conceptual framework that can be implemented at all iEarth partners and the establishment of an integrated Earth Science field teaching laboratory at UNIS. This workshop seeks to bring together interested parties from all UNIS departments, including Geology, Geophysics, Biology, Technology, and Logistics, with experience, expertise, and interest in developing the iEarth field teaching laboratories strategy and its implementation. Based on discussion around the theoretical basis for such field teaching laboratories and their practical objectives and execution, the workshop aims to develop an action plan for the establishment of an Earth Science field teaching lab at UNIS and the key points of a broader model applicable at other mainland rural and urban campuses.

- 3) Title:** “How to assess practical skills in lab and field settings”

Lead by: Simone Lang, Pernille Eidesen and Anne Bjune

Where: Templet

Description: Better learning is achieved through alignment between learning goals, content and assessment. Learning goals related to practical skills are, however, rarely directly assessed. Through the FieldPass project, we have tested the use of certification as a mode of assessment of practical skills, both in field and lab settings. In this workshop, you will get

introduced to the framework of using certification, test the framework yourself (you will be certified), and discuss how you may implement certification procedures in your own teaching.

- 4) **Title:** “Developing use of Canvas to support students learning – Sharing examples through practical demonstrations”

Lead by: Abdelnour Alhourani and Dag Husebø

Where: Computer lab 1

Description: During this workshop we will try to demonstrate the use of Canvas as a tools to implement a pedagogical course design. We will share some examples of course structure that we use as Higher Education Pedagogy Department trying to model ways of organizing courses supporting students learning. Modules as educational containers of a logical flow will be demonstrated. We will also go over the different educational items that Canvas offers and the assessment tools to complement our course design. Then we will dive a bit deeper into creating accessible pages in canvas any why we should use them over attachments.

Workshop session II Tuesday October 25th - 14:00-15:15

Participants can choose one workshop. Please note that the workshops might require some preparation from the participants in forefront.

- 5) **Title:** “From Sustainability Talk to Pedagogical Practice: Making Connections for student Learning”. Part II: “Pedagogical choices for Sustainability Learning: Building Blocks for Learning Design”.

Lead by: Marie van der Kloet, Yael Harlap and Atle Rotevatn

Where: Kapp Schoultz

Description: This workshop is focused on designing a concrete teaching and learning activity focused on sustainability that can be used in your course. Participants will have the opportunity to participate in and analyze a teaching and learning activity drawn from a design approach used in Rotevatn’s course on energy transitions. Participants will then experiment with using this model of activity design to draft an activity for their own courses. Note: It is not essential to attend both parts 1 & 2 of the sustainability workshops.

- 6) **Title:** “Critical pedagogy - How to co-create learning environments with students on-site and on-line”

Lead by: Patric Wallin

Where: Templet

Description: In this workshop, we will use critical pedagogy as an entry point to discuss how to co-create learning environments together with students. After a short introduction, the workshop will heavily draw on participants experiences, contextualise ideas of co-creation and power negotiations, and make them relevant to concrete teaching praxis. My hope is that everyone will leave the workshop with some concrete ideas and plans on how to work together with students in their own contexts and courses.

Students and educators need to co-create spaces that allow them to challenge traditional and predictable paths of education through dialogue. Dialogue describes structured and purposeful communication between human beings to explore a topic from diverse perspectives. In contrast to discussions, dialogues do not aim at convincing someone else, but rather invite humans to understand a topic more fully. A moment to reflect on subjective realities in the making and remaking. Following the main argument that teaching is more than methods and skills, dialogue should not be understood as a mere technique, but as part of the historical progress in becoming human beings.

Furthermore, we will look at Freire's idea that 'teaching must begin with solving the teacher/student contradiction, by reconciling the opposite poles, so that both parts are both teachers and students at the same time', and how this can help to move towards an imperative of togetherness and co-creation in higher education. An imperative that emphasises the collective instead of individuals, trust instead of accountability and shared responsibility instead of control and surveillance.

'What makes higher education spaces significant is that... they still perhaps offer greater openness for the emergence of new ethical subjectivities, and greater spontaneity for co-constructing teaching and learning relationally through joint action'.

7) Title: "An evidence-based approach to STEM education»

Lead by: Sehoya Cotner, Roy Andersson and Oddfrid Fjørland

Where: Kapp Lee

Description: As part of the Collegial course, Sehoya will have a workshop in "workshop session II" as part of the LF-program (and the course) where all LF participants are welcome to join. In this interactive workshop, participants will discuss how to approach their teaching as they approach their scientific work, and we will use several in-class engagement techniques you can implement in your own courses.

Collegial sharing sessions Wednesday October 26th – 12:15-13:30

All sharing sessions takes place on Wednesday. The sharing session is organized as one-hour long session with an introduction to the theme and an around the table discussion /feedback from the participants. Participants signs in on two sessions, one before lunch and one after lunch. In forefront of LF the participants will receive an email with a link to sign in and choose which sharing sessions they would like to attend.

1) Title: Publishing student course data

Lead by: Luke Marsden

Where: van Keulen

Description: We are incredibly fortunate at UNIS to have easy access to a range of exceptional field sites. Our students collect data that are valuable to both us at UNIS and the broader scientific community, in particular those who are not so conveniently located. Some courses have been visiting the same or comparable locations for more than a decade - imagine the time series we would have collected by now if we had standardised and stored everything! What better time than now to start? In AB-201, we are making a first attempt to publish this year's student data. In this session, we will discuss what we have learnt from this experience, and how data publishing can be integrated to other student courses at UNIS.

2) Title: Learning large-scale concepts with layers of sticky notes

Lead by: Noora Partamies

Where: Festningen

Description: In space physics we learn about processes out in the near-Earth space and processes in the upper atmosphere. These two regimes are connected, but sometimes the connection is hard to make. Our measurements mainly come from the atmospheric end of the chain, but many of them are indirect. To help students link the space to the atmosphere and to the incomplete set of observations I have started experimenting with pieces of A3 paper and a stack of sticky notes. This activity follows the "think-pair-share" logic with an additional "repeat" component to it. No prior space physics knowledge is required to participate in this session.

3) Title: Remote field teaching – what??

Lead by: Mikko Syrjäsuo

Where: van Mijen

Description: The UNIS course AGF-304/804 Radar diagnostics of space plasma uses the EISCAT Svalbard Radar facility for its fieldwork activities. There can be up to 16 students who will run their own radar experiments during the fieldwork week. Operating the radar occupies 4-5 students at a time, and we have developed a "hands-on radars" learning activity for the remaining students. In this activity, I have been instructing the students on how to build a small Doppler-radar from a handful of electrical components.

Thanks to you-know-what, I did not join the fieldwork in 2022: all supervision and teaching for hands-on radars activity was done online. There was a short online introduction to the

topic (10-15min), after which the students were left completely alone to try to build and use the radar on their own. We agreed on milestones such as “everything connected” and “first results available” at roughly 60-90 minutes intervals. At these checkpoints, we used Teams/Webex to discuss the progress, problems, and the next steps.

When thinking back on how the fieldwork went, I felt the students were more engaged, got better radar measurements, and seemed to have grasped the fundamental concepts (learning outcomes) better than previously. At the same time, my own workload was significantly less. From the pedagogical point, the student activity had been designed to be problem-based learning, but this year there were strong elements from escape rooms and peer-to-peer learning.

So, the question is whether I should just stay home next year, too. Or change something in the activity to improve my teaching while also making it much less taxing on me?

4) Title: How the use of instructional videos can stop you from repeating the same thing over and over.....

Lead by: Lisa Baddeley

Where: OPS

Description: In several of the space physics course the students must get to grip with using software packages to analyse data and to use online databases. Whilst the actual procedures to get the programs running / data accessed are very simple, it is often the case that these same procedures cause significant bottlenecks. These bottlenecks have various effects:

1. Significant contact time is spent by the lecturer running round a computer lab trying to make sure students have logged in correctly / found the correct folder / website and then typed the correct commands. This leaves less time to discuss the actual data itself.
2. When the students have to work on the actual tasks for their project / learning outcomes (e.g. analysing and interpreting the data) in their own time they cannot because they cannot remember how to work the software.

One way to get around this is to make short instructional videos for the students where they are shown how to do the above mentioned tasks. This can be done (1) relatively simply using free / work based software packages (in my case - Obs Studio and Microsoft Video editor). (2) in a more sophisticated manner, as has been done through a field pass project.

In this sharing session I will show you how I managed to make some simple instructional videos and also provide feedback on how I think it worked. I would also like to hear from other people who have also made similar videos to get their ideas as to what worked / what didn't work.

As part of the session I will provide people with links to the simple videos on the course canvas page so you can see how 'simple' it can be. The link to the more sophisticated videos made through FieldPass can be found here (videos 3 and 4, which are used for the students when they are out on fieldwork for ones of the courses at the radar site itself):

<https://research.unis.no/fieldpass/digital-preparation-through-instruction-videos-and-certification/> (these ones have not been used with students yet..)

- 5) **Title:** Documenting Svalbox best-practices through the Executable Book Project: introducing the interactive Geo-SfM pages
Lead by: Peter Betlem
Where: Signehamna – AG hallway
Description: Description: The open-source Executable Book Project (EBP) facilitates the creation of interactive digital content from simple text files with easy-to-use and well-documented syntax. We have started using the EBP for AG222 course syllabi, integrating text with animations, videos and tests. The Geo-SfM pages are one such syllabus, developed to teach processing best-practices for the generation of the digital model data packages used by the Svalbox project. Digital models help bring the field to the classroom, enabling 3D annotation, multi-disciplinary data integration and the interactive planning of field campaigns prior to going out. Svalbox aims to digitize Svalbard's outcrops and landscape at high resolution, and the documentation is based on years of experience. Finally, the EBP and integration with the Github platform lowers the barrier for input, discussions and contributions from users.
- 6) **Title:** UNIS action points to reach sustainability
Keywords: Student production, work and teaching environment and best use of resources available
Lead by: Janne Søreide
Where: Hornsund
Description:
Aim of sharing session:
- To discuss the possibilities of turning the intensive master and PhD level courses from 10 ECTS to 15 ECTS.
 - To discuss the number of students in logistical demanding courses in view of the new political situation with no use of Pyramiden and Barentsburg, and limited lab space at UNIS.
- The teaching - and student workload have been evaluated at UNIS and the conclusion was that most courses had to make distinct cuts in curriculum and teaching to be able to meet the new student workload recommendations. But we may think differently – why not keep the courses as they are and rather expand them to be 15 ECTS courses instead? This will allow UNIS to reduce number of courses without losing student production. And more credits produced per student save administrative and logistical work and falls well within green strategy thinking.
- UNIS has shortage of faculty staff and logistical support. So, I would like to discuss how we with simple actions can reduce overall workload and logistical demands, and still keep the same student production. Less is often more!

7) **Title:** Making teaching portfolios - the teachers' perspective

Lead by: Henriette Linge

Where: Templet

Description: In hindsight, teachers say that the process of making a teaching portfolio is very rewarding. Being in the process, however, can often be frustrating and feel overly time consuming. Are you currently working on your teaching portfolio, have you made one already, or are you are putting it on hold for some specific reason? In any case, perhaps you recognise some of the things I struggled with when I wrote my portfolio in 2017: Where to begin, how to document and analyse my teaching practise, have I been collegial (and have my colleagues noticed?), do I have a teaching philosophy, and if so, what is it? This session is dedicated to sharing and discussing experiences with teaching portfolio writing, especially with respect to problems encountered and how to solve them.

