

# FACULTY METRO – FROM TEACHER TO TEACHER

ICED2012

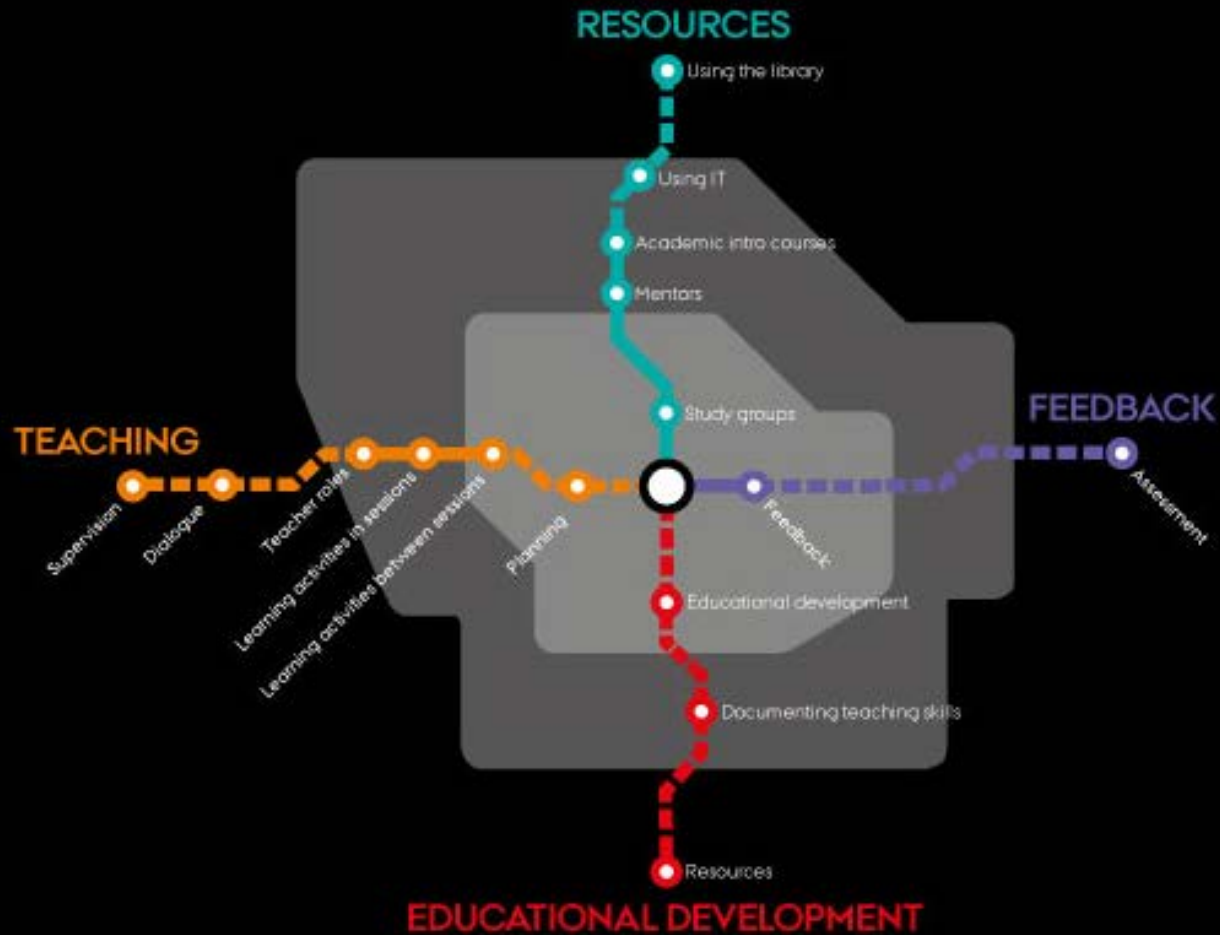
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# FACULTY METRO MAP




# FACULTY METRO – CONTEXT

- › The Faculty of Arts, Aarhus University, has 15.000 students , 800 tenured faculty members
- › Educational development is supported by the Centre for Teaching and Digital Media
- › The Faculty of Arts aims to emphasise strongly and to develop: Teaching and learning activities to support intensified study activity and throughput

# POINTS ABOUT THE FACULTY METRO

1. Entries on good practices are produced by teachers, for teachers
2. Instructional mode: "How to..." ,with instructions for teachers and students
3. Multimodal
4. Contributions are peer discussed and earns merit (10 hours + teaching portfolio publication)

# AN EXAMPLE



AARHUS  
UNIVERSITY

Research

Talent development

Knowledge exchange

Education

About AU

▼ Shortcuts

FACULTY METRO

Danish

» Teaching

» Planning

» Learning activities between sessions

» Learning activities in sessions

» Academic Speed dating

» Teacher roles

» Dialogue

» Supervision

» Feedback


» Educational Development

» Resources

You are here: AU » [About Aarhus University](#) » Teacher Metro » Teaching » Learning activities in sessions » **Academic Speed dating**

## ACADEMIC SPEED DATING

Course title: Academic Research and Methods. Level: BA, first semester. Course size: 25.



Contributor

[Sara Dybris McQuaid](#), Department of Aesthetics and Communication, English, assistant professor

Motivation for the activity

Part of the methodology course is online where the students search for sources for their essays. It proved hard for students to broaden keywords (if they get too few hits) or to narrow down keywords (if they get too many). During the activity I used to walk about the classroom and make myself available, but I found it hard to make time for all students when they need my help.

Central learning outcomes

To be able to identify central concepts and ideas in a research question and to use these concepts in a systematic literature search.

Description of the activity

As a preparation, the students bring their proposed research question (for an essay for another course – this course is a process course, so we collaborate on the content side with other courses in the semester).


Students sit down opposite each other so that each has a 'date'. They each get 2 min. to read each other's research question and to give feedback. The feedback should result in two search-/keywords and one suggestion a database in statsbiblioteket.dk, based on the content of the research question. Subsequently one row moves one seat to the

### Course material

» [Search strategy for Media and Culture Studies Paper \(pdf\)](#) by [Jody Pennington](#).

### Short video with speed dating

Here is a short video from the course for English BA first semester 2011.



Speeddating på problemformuleringer

# ENTRY FORMAT – FILLED OUT BY CONTRIBUTORS

Faculty Metro, Arts, University of Aarhus

Good teaching practice – description format

## 1. What, whom, how many?

Header: Title of your teaching practice/entry on the web page:

Your name, title, department, link to photo:

Course title:

Level:

Course size:

Central learning outcomes for your course:

Central learning outcomes for this activity:

## 2. Your good practice – why and what for:

**What motivated you to implement this teaching practice:** Which pedagogical challenge is this particular practice an answer to? Describe briefly the challenges you face(d). What was/is the purpose of this particular practice, in this context?

**What do you do, and what do your students do?** Describe your good practice, preferably as a teaching manual on how to plan, carry out and follow up on (evaluate) the activity.

**What is the outcome of this good practice? Which effects do you see (quantitative/qualitative)?**

## 3. For web communication on the Faculty Metro:

**Links and attachments:** Which resources may illustrate your good practice? (i.e. tasks and assignments, hand-outs and instructions to your students, course- and session plans, screen dumps from your LMS, photos, recordings, (lphone)videos of you, your students and your activity in action).

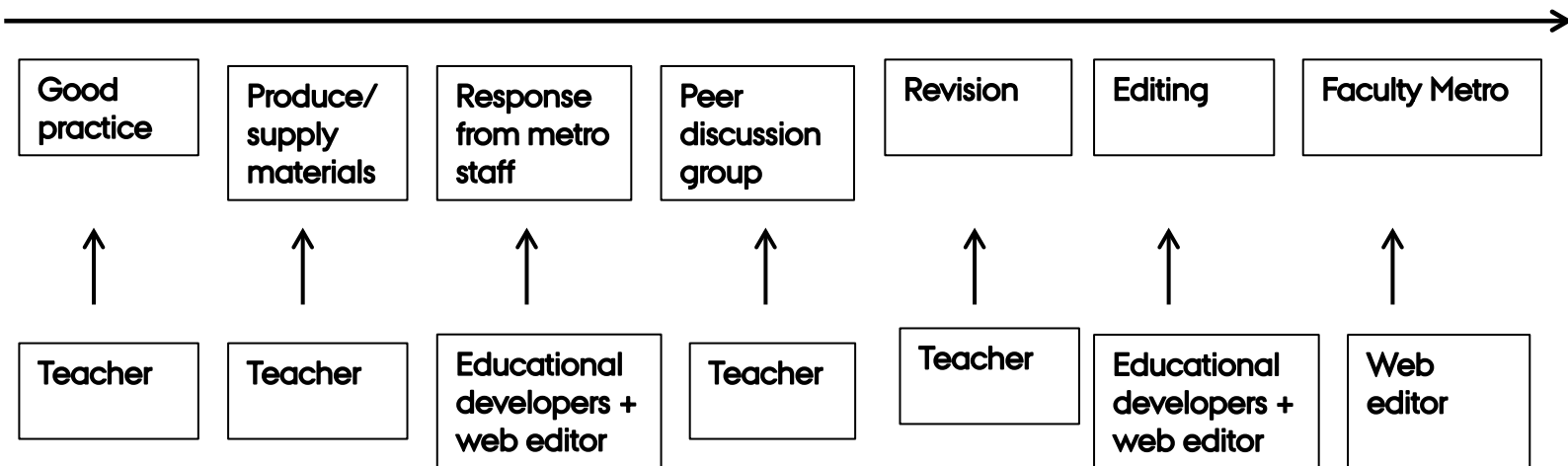
**Keywords.** Please list 3-5 keywords for the index.

**Contact details (optional):**

**Referrals:** Can you recommend other faculty as potential contributors with practices that you would like to see shared on the Faculty Metro?

Thank you!

# FROM A FACULTY MEMBER'S GOOD PRACTICE TO PUBLICATION



# PEER DISCUSSION – CRITERIA FOR GOOD METRO MATERIAL

A good teaching/supervision practice metro entry should be

- › Instructional, easy to follow
- › Transferable
- › Learning oriented and aligned, with a pedagogical rationale
- › Effective (preferably documented)



# IMPLEMENTATION STATUS AND FUTURE

- › Website on air with 25 contributions and many on the way
- › First peer discussion meeting in August
- › Official launch late August
- › Metro entry(es) will in future be the required documentation for all faculty sponsored educational development (no long reports!)
- › Aim to make the Faculty Metro a focal point of good teaching practice exchange for the Faculty of Arts – the desired outcome is development, discussion, exchange, adaptation and transfer of local good practices

# DISCUSSION – GOOD TEACHING/SUPERVISION PRACTICE EXCHANGE AT HE INSTITUTIONS:

Do you have a faculty/university based

- › Web resource produced by teachers?
- › Web resource produced by educational developers?
- › Written materials from/by your local  
faculty/educational developers on local  
good/supervision
- › Your suggestions for improvement?

# CONTACT

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