

Talking about teaching; Final Project Report, August 2017

Talking about teaching; creating collegiality & finding synergies

Organisers: Åsa Bensch, LAPM; Marina Queiroz, SOL; Anna Bengtsson, AEM

Goals

SLU Landscape teachers can learn from, and help each other. To do this, we need to set up better opportunities for exchange. The goals for this project were to start to identify how we can work better together across campuses to:

- Establish better knowledge about the human resources within our skilled teacher team. Who teaches what? Who might help me in my courses, with ideas, materials, by teaching, tutoring?
- Initiate rewarding collaborations between teachers at SOL, AEM and LAPM that will develop existing and maybe non-existing courses.
- Prepare the education at LAPM, SOL and AEM better due to arisen acute and short term shortage of teachers.
- To get to know people and colleagues that share the same interest.

Activities undertaken (2017)

- 12/1 Meeting (FaceTime), Åsa B, Marina Q
- 14/1 Meeting (FaceTime), Åsa B, Andrea Kahn
- 24/3 Meeting in Ultuna, Åsa B, Marina Q, Sofia Eskilsson & Maria Wisselgren
- 27/3 Meeting (Skype), Åsa B, Marina Q, Anna B
- 24/4 Interim CFI meeting (Skype), Åsa B, Arne Nordius, Anna B & Andrea Kahn
- 28/4 Meeting during Landscape Days in Ultuna, Åsa B, Marina Q & Maria Wisselgren
- 17-18/8 Test workshop in Alnarp, Åsa B, Marina Q, Anna B, Arne Nordius, Ann Bergsjö, Karin Svensson, Anders Folkesson, Stefan Lindberg & Kristin Wegren

Minutes have been sent out to the steering committee after every meeting. Additional mail and telephone calls has taken place between meetings.

Outcomes show that:

- Teachers want to meet and there is an urgent need to discuss teaching, collaborations, and the exchange of ideas and material. All the workshop participants found the days exciting and said that they got evident energy from this kind of interaction. In a situation where many teachers within SLU Landscape work nearly full time with teaching at three different geographically separated departments, these opportunities must become a recurring, designated event, preferably before autumn semester or after spring semester.
- These events are very needed. Teachers with offices at the same floor who have worked next door to one another for many years, met each other for the first time at our workshop. This demonstrates how important these meetings are.

- There is no problem coming up with subject to discuss at meetings between teachers. Attendees at the workshop discussed and compiled a detailed description of upcoming workshops. These should preferably be launched during one of the two SLU Landscape meetings every year. (see *Future Roadmap* for a suggested workshop programme)
- Everybody at the workshop agreed these meetings should become part of the culture and need support at a department leadership level at LAPM, SOL and AEM.

Future roadmap

We do things differently at the two campuses, this could imply difficulties for future cooperation, but can also bring new insights and inspiration for all involved.

At the 17-18 August 2017 workshop (program, appendix 1) we summarized themes for future workshops (see appendix 2). From these themes some are chosen to be used at the Synergy in Teaching workshop at coming Landscape Days. The themes should include broad issues (common didactic or pedagogical issues i.e. group process, writing, exams) and narrower ones (i.e. design process, site analysis, planning, storm water, plant courses), to hopefully allow all teachers to find topics to discuss with their colleagues.

We suggest that the spring 2018 SLU Landscape days focus on teaching. Åsa and Marina volunteer to be main organizers of the workshop in spring 2018. Participants in the *Talking about teaching* CFI Project will be invited to organize the spring 2018 event, based on the following suggested setup for future Synergy in Teaching workshops (based on SLU Landscape Day Program Structure):

Day 1

- [9.00-11:30] *Rooms made available for related meetings/seminars*
- 12.00-12:45 Lunch offered (location and planning by host campus HoD).
(15 min break to reassemble)
- 13:00-13:30 *Official start (general welcoming)*
- 13.30-13.45 Presentation of workshop setup (by organizing group). Create groups.*
- 13.45-15:00 Session 1: Group members present themselves and one course they work with (instruction** is communicated in advance). Discussions will alternate between presentations and teaching related issues, which is encouraged.
- 15.00-15.30 *Afternoon break*
- 15.30-16.15 Session 1 continues
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- 16.20-16.45 Reassembly: Introduction of workshop session 2 next morning. Organizers introduce the process behind themes chosen (upcoming years themes are collected from the workshop the year before). Participants choose a theme by writing their name on a list (themes are posted on wall). End of day 1 and session 1.
- 16.45-17.30 *Organizing group distribute group rooms to each group, groups will differ in size. Organizers prepare group rooms with papers, pens and form*** until next day.*
- 19.00 Joint dinner (location and organization planning by host campus HoD)

Day 2

- 08.30-08.45 Joint kick-of session 2. Organizers present groups and rooms, explain the purpose of the form*** and the expectations on the participants. Participants locate their group room.
- 08.45-09.40 Session 2, group discusses their chosen theme.
- 09.40-10.00 *Morning break*
- 10.00 -10.40 Session 2 continues
- 10.50-11.20 Reassemble in big group, organizers collect form****
- 11.30-12.00 Wrap up, SLU:L conclusion
- [13.00-16.00] *Rooms made available on host campus for related meetings/seminars*
- 13.00-16.00 *Organizing group compiles themes and prepare handover.*

*Create groups by giving people a number. Example: If we are 50 participants each person gets a number from 1-10. The first 10 person gets a paper with the number 1-10 written on it, so other group members can find them and join a group of maximum 5 persons. The organizers book group rooms in advance.

**Instruction to participants mailed out before workshop, *NB instruction in progress.*

***Form where participants conclude outcomes of session 2 and suggestion of new themes for upcoming workshop, *NB form in progress.*

Organizing group compiles themes suggested in form*** for upcoming workshop. Both compiled themes and the forms**** collected from session 2 are delivered to the LA Days Steering Committee. The LA Days Steering Committee approach volunteers to form a new organizing group (participants volunteer via form***). Themes addressed in the form*** should be interesting for the head of our institutions, directors of studies and theme group leaders. We think that these themes are important as a status report on the education and it's current need for development and themes that will gain from collaborations between teachers.

Note: This workshop is exclusively directed towards teachers and researchers involved in teaching. The LA Days Steering Committee should assign someone to arrange a parallel session for persons/researchers who want to discuss issues related to research or other topics not related to teaching.

Suggestions to SLU Landscape group and the leadership at LAPM, SOL & AEM

Cross campus exchange should be part of the department's action plan.

We suggest that the first Synergy in Teaching workshop takes place at Landscape days in spring 2018. The outlined structure is suggested to be repeated annually at Landscape Days with education as one or two parallel sessions/program.

After LA days in spring 2018 a new organizing group is created, people can volunteer via the form submitted after session 2 (form***). The new organizing group select themes collected from previous workshop, and change the set-up of the workshop outlined here to fit their goals

Suggestions for improving the Call for Ideas Initiative

Too many check-up dates and meetings with the project facilitator. It just adds stress to the project leaders and brings less energy to the project. It's hard and take too much time to gather the steering group, book "skype rooms" and reconnect with minutes to the steering group. It would be better if the project leader instead could ask for meetings with the facilitator when problems or questions arise.

If ideas arise (during the workshops proposed for the Landscape Days) for things that require funding and might work as a CFI project, the once-a-year application procedure might kill the initiative. We think a mixture between long waiting time and only one annual call to get funding, will work poorly for the teaching staff. What other resources for teaching development at SLU could be utilized?

Spending report

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|--|--------------|
| Åsa B & Marina Q, project management * | 31250 |
| Travel costs | 5477 |
| Catering, fika | 3183 |
| Total | 39910 |

(*2 x 25 hx 625 SEK)

Appendix 1. Program for workshop 17-18/ 2017

Wednesday 16/8

18.30 Åsa pick up people from Ultuna at the Centralstation in Lund. Dinner and "hotel" at Åsas place in Dalby.

Thursday 17/8

08.30-9.00 Start Alnarp, coffee and sandwiches
09.00-10.30 Presentation of timetable. Presentation of participants and courses we work with*.
10.30-10.45 Coffee break
10.45-12.00 Continuing: Presentation of participants and courses we work with*.
12.00-13.00 Lunch at Alnarp
13.00-14.30 Proposals for education/teaching themes for coming workshops, i.e. during future Landscape Days.
14.30-15.00 Coffee break

- 15.00-16.45 Brainstorming on draft for coming workshop at future Landscape days
17.00 Depature to Åsa for a joint dinner

Friday 18/8

- 8.00-10.30 Åsa and Marina start preparing Final report
10.30-11.30 Coffee with Mats Gyllin och Marie Bengtsson, who share their experiences on Flipped classroom and SI (Supplemental Instructions) together with the workshop participants
11.30-12.00 The group talks about issues regarding teaching landscape architecture and design
12.00-13.00 Lunch at Alnarp
13.00-14.00 Part of group discuss layout of future workshops
14.00-16.00 Continuing: Åsa and Marina start preparing CFI Final report

* Please bring schedule, syllabus, exercises etc., materials that will help you explain the course.

Appendix 2.

Compilation of themes CFI Synergy in teaching, from workshop 18th of August 2017

- 1 Resource-efficient pedagogy (different types of courses)
Methods of meaningful feedback (and effective time use)
Share examples of pedagogical methods from own courses, ex. exercises, study trips, examinations, grades, etc.
- 2 Alternative examinations
Exams, examinations
- 3 Studio / project courses - exercises and arrangements
How can we increase the students' ability in sketching / design
Study Courses / Design: Workshops on Experiences, User Groups, Shapes, Design Process
Design process with user focus
Artistic expression
- 4 Write courses; What should they write about, where is the greatest need?
To write
- 5 Desired knowledge of students from an employer's perspective
Future profiles for Lark, Ling, Tring-D

Lark post-graduate skills - Need for more themes and/or more distinct orientation?

6 Development of guidelines (instructions, templates, etc.) for degree projects
Review of criteria and assessment criteria for supervision and examination. Mainly for final exams but relevant also in other courses.

7 Norms and representation
Norm-creative pedagogy, how we handle norms and structures

8 Group work, conflict management, group processes

9 Teacher role / research role -how are they to be united?
Research-based teaching in landscape architecture

10 Plant knowledge: nomenclature issues
Plant material
Plant knowledge (identification, name etc.)

11 AMA in landscape education
Plant Beds
Superstructures
Construction drawings (projektering)
Z-led Experience, Function, Technology (Progression Elevation)
Landscaping, elevations, material handling, superstructure

12 Inspection of outdoor environments
The developer's / entrepreneur's perspective on outdoor environment

13 Water management + vegetation: personal resources, sources of knowledge

14 Rating/degrees

15 Nature adapted construction: forms of analysis, laws and regulations

16 Year 1: Basic knowledge for the first year

17 Stressed students with high achievement goals

18 Integrating environmental psychology and management

19 Development of studio course for the design of playgrounds and playareas

20 Distance Learning / Interaction between Ultuna and Alnarp; To combine courses or courses on both campuses simultaneously

21 Planning

22 Management

23 Artclass (formlära)

24 History (agrarian history, garden and park history and urban planning history)

25 Oral presentation

26 Plant composition / plant design

27 Digital tools

28 Design theory

29 Urban design strategies

30 Analysis Methods