



ANNUAL REPORT 2012

NEXT GENERATION LEARNING



DALARNA
UNIVERSITY

During 2012 we have come much closer to achieving our goal, but we have some way to go. Through the NGL programme, we will continue to work so that our research and development contribute to Högskolan Dalarna being seen as a leader in next generation learning in 2015.



FOREWORD

Högskolan Dalarna has a goal that in 2015 it will be seen as leading in next generation learning. In order to achieve this goal, we have the NGL programme with many development projects and strong funding for research projects.

Through the NGL programme, Högskolan Dalarna has financed around 25 development projects during 2012 within next generation learning, projects that have been initiated and run by teachers at the university college. Through these projects, Högskolan Dalarna has taken many steps in this direction, all striving for higher quality. We know that with the help of modern communication technology we can create the right conditions for learning as well as more possibilities for cooperation.

Today the research school, Technology-based knowledge processes (TKP), which was started at Högskolan Dalarna in 2011 in cooperation with Örebro University, has 14 doctoral students (11 based at Högskolan Dalarna), one research leader and one post-doctoral researcher. The latter was recruited during 2012. 18 junior and senior researchers from both universities have been engaged as supervisors. TKP is a multi-disciplinary research school where doctoral students are registered in the subjects of Informatics, Pedagogics, and Political Science at Örebro University. Alongside the establishing of the research school, a strategic funding drive has been made at Högskolan Dalarna to build up a research environment. Two principles have been important in the creation of the research environment around the TKP school. Firstly, it has been a question of building formal and informal meeting places for researchers and doctoral students at HDa. Secondly, it is a question of creating and nurturing contacts with other research groups and networks with similar interests, both nationally and internationally. The research seminar for TKP, held every month since 2011, is one of the important meeting places in HDa where doctoral students and researchers get the opportunity to present and discuss their work. National and international invited researchers have also presented their ongoing work at these seminars. Above that, all those involved in the TKP research environment at Högskolan Dalarna (doctoral students, post-doctoral researchers, research leaders and researchers) have a part in 2012 of other research groups (not least at Örebro University) and networks, both nationally and internationally. Being a leader in next generation learning is about recognising the curiosity, need to experiment and constant craving for improvement that drives our teachers, among other things. It is also about creating an identity for Högskolan, internally and externally, where we are seen by ourselves and others as leaders in next generation learning. As one strand in this work, the NGL programme has arranged inspiration lectures, research seminars and conferences during the year – all to make Högskolan Dalarna a natural arena for discussing pedagogical development with the support and help of technology.

During 2012 we have come much closer to achieving our goal, but we have some way to go. Through the NGL programme, we will continue to work so that our research and development contribute to Högskolan Dalarna being seen as a leader in next generation learning in 2015.



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Annual Report 2012
Next Generation Learning

Photo: Jonathan Bergkvist, Hannes Forssell

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HEALTH AND SOCIETY

Anatomy and physiology – free start, free pace

Anton Grenholm

The foundation course in Medicine – Anatomy and physiology, 15 higher education credits – has been run many times previously as a web-based distance course on undergraduate level, then at a 50% study pace. The course has always had many applicants, but usually only a smaller percentage of students manage to complete it within the set time period. Together with a number of other challenges with running courses in medicine completely by distance, this has created a need for a thorough redevelopment of the course.

The project aims to develop the course so that it can be studied under the Free start, free pace concept. Important parts of this work have been to create functioning administrative routines, study and examination forms that are flexible and adaptable, the possibility for interaction between students, and physiology laboratory sessions that can be carried out at home with simple means. Work has also included the production of illustrations that Högskolan has the right to use in streamed, public presentations on the Internet.

The plan was to run the course in its new form starting in Spring 2012, and that an evaluation would be carried out after a year. Development of the course in its new format has mostly gone according to plan. The parts that have meant the most new thinking, apart from the concept of Free start, free pace itself are the laboratory sessions. Two such sessions have been developed (movement apparatus and the senses) which can be done at home with simple aids. The only thing that has not worked is the interaction between students. We have offered the possibility for this, but participation was low and the students said in their evaluations that they did not want that type of interaction.

The students who have completed the course have in the majority been happy with the setup, and most have achieved good grades. Student through-put has continued to be low, though.

Benchmarking of the Nursing programme 2012

Inger L Santesson

The aim of benchmarking is to evaluate your own work – an organization, place of learning, education program, etc. – in relation to similar work of good quality. This often happens through self-evaluations that include systematic data collection which is then compared against quality indicators set in advance. Based on the results, it is then possible to plan and carry out different types of improvements. In this project, we measure and evaluate the quality of the net-based education that has been run as part of the Nursing programme at Högskolan Dalarna since the beginning of the 2000s. As a whole, the programme is run using blended learning where campus teaching is mixed with web-based teaching depending on the goals of the course and learning activities.

The quality of the net-based learning on the Nursing programme has been evaluated and validated with the help of EADTU's benchmarking indicators according to the manual for Excellence+. EADTU is an institutional network for open and flexible education within the EU with over 200 universities and colleges as members. Excellence+ describes 33 indicators of importance for good quality in net-based learning.

Work on quality in the Nursing programme has been ongoing from May to December 2012. The work has involved Heads of sections, Heads of subjects, teachers, students and international evaluators appointed by EADTU. Strengths and weaknesses have been identified and a plan of action has been produced. The

continued work consists of implementing the wished-for improvements described in the plan of action. The hope is that the self-evaluation work carried out on the Nursing programme can lead to work on systematic quality and improvements in e-learning in the whole of Health Sciences at Högskolan Dalarna. The certification of Excellence+ lasts for six years, but new reevaluation will already begin after three years.

Knowledge of users and evidence – a broader perspective of knowledge for new generation learning

Ulla-Karin Schön

Students' knowledge of awareness and knowledge of users needs to be made deeper. It often gets limited space only in in-service training. This project aims to make this knowledge deeper by creating a virtual meeting-place where such experience-based knowledge is made available not only for students but also for teachers, researchers and professionals. The net-based resource we are thinking of will support learning, research and follow-ups in the different areas within social services and in local healthcare. By identifying and communicating knowledge from the perspective of users, an alternative is created to a more traditional up-down perspective.

A panel of experience consisting of representatives for users has been formed and cooperation with Region Dalarna, Dalarna's local authorities and Healthcare Dalarna has begun. The management group for psychiatry for Region Dalarna has been the reference group for the project. Close cooperation has also been established with Dalarna's network for psychiatric health where all users' organisations in psychiatry are represented. The project has also started discussions with local and health authorities in Sweden SKL about how knowledge of users can get an increased role in the training of sociologists and nurses.

One experience we have had during the project is that it is right at the boundary between education and working life that the need is greatest to take in others' knowledge and experience. Demand from students, researchers and in-service training for developing knowledge of users has above all been about physically meeting members of the panel of experience and discussing their view of knowledge and experiences. This has led to the work with developing ways to convey knowledge of users being focused in the first stage on creating such physical meeting-places. In time, access to a virtual meeting-place will be able to contribute to a creative and attractive net-based study environment for students and researchers.

Flexible learning in social services

Gudrun Elvhage

Den sociala barn- och ungdomsvården är ett av socialtjänstens mest kvalificerade och utmanande arbetsområden. Social care of children and young adults is one of social services' most qualified and challenging areas. The complexity and responsibility at work puts high demands on staff competence. Many newly qualified social workers often focus their careers in this area. Against this background, staff in social care of children and young adults are a priority group for further training.

In this project, the net-based teaching concept Free start, free pace is tested as a possibility for flexible further training adapted to the conditions of students and social services. The aim is to develop an MA programme of 60 higher education credits in Social work with a major in Childcare within social services. The programme will be characterized by net-based teaching, flexibility and the possibility to combine study with work. A demand from local authorities has been precisely the latter, and an alternative study pace works well for students.

During Autumn 2012 and Winter 2013, a working group have been busy working on course and programme syllabuses for the MA. Progression, content, learning outcomes and forms of examination and study have been discussed in depth. This work has been done in cooperation between Högskolan and representatives from Social services in the region. The start of the MA programme was originally set to be Spring 2012. During Autumn 2012, the decision was taken to move the start to Autumn 2013. This work should be completed during Spring 2013.

Our hope is that the programme will be able to work as an example in the planning of other programmes, further training, directed towards people who need to combine education and learning with simultaneous work.

Flexible forms of teaching in cooperation with Hargesia and Amoud Universities, Somaliland

Marie Klingberg Allvin

Högskolan Dalarna has been given funding by Sida in order to strengthen midwife training in Somaliland. The aim of the project is to plan and start an MA programme for prospective teachers of midwives and nurses at the universities in Hargesia and Amoud. Concretely, this means defining which flexible teaching forms are adequate in the context, defining the support which teachers, IT staff and students in Somaliland need to run web-based teaching, developing course and programme syllabuses together with colleagues in Somaliland, and running a research methodology course in cooperation with them.

The project started with a planning trip in June 2012, when a team from Högskolan Dalarna travelled to Somaliland to investigate the possibilities for flexible teaching forms and support functions for web-based education. The conclusion was that at present it was possible to have online education at Hargesia University and that there were good possibilities to develop the right conditions at Amoud University as well. Tests that NGL in Sweden carried out in connection with this showed that both universities were able to send and receive information to/from Sweden. During the visit, the content of the course that will start off the programme was set. Discussions of financing for the courses in demand began during Spring 2013 with Sida and UNFPA, the United Nations Population Fund. Resources will also be needed to support and guide students and IT technicians working in Somaliland. This type of learning, which is new for the Somali students, places great demands on language proficiency, critical thinking and the ability to work independently.

During 2012, a programme syllabus, course syllabuses, study guides and schedules have been developed together with the two universities in Somaliland. Since work has been delayed, the course in research methodology will start in January 2013.

Free start, free pace: Supervision of students in Healthcare

Lovisa Furingsten & Maria Moberg

In-service training is a part of the Nursing programme. The supervisors who take on students at their places of work need pedagogical training to be able to support the students in their learning. The most important point is to ensure good quality in this part of the Nursing programme. The project aims to develop a course in Pedagogy for supervisors using the net-based concept Free start, free pace. With greater flexibility, more supervisors will hopefully be able to take part in the course. Högskolan Dalarna has previously signed an agreement with the Health Authority and local authorities in the region so that all supervisors will have had pedagogical training of at least 7.5 higher education credits by 2010 at the latest. This goal is still far from being reached, something that has to do with difficulties freeing up staff for training together with the forms of today's education.

The project began with an investigation of the setup and content of similar courses at other universities and colleges. On the basis of this, a model for a net-based course has been proposed.

The goal is that the course can start in Autumn 2013. Before the course can be offered, further development of the structure and content must take place however. After that, we will work on adding information on the Fronter learning platform for the course with up-to-date information and guidance. This work will continue to take place within the subject. The target group for the course consists of supervisors and bosses in Healthcare across the country. The hope is that this course can later on work as a model for continued work at Högskolan Dalarna to develop courses to meet the increased demands of combining study and work.

The foundation course in Medicine, Nutrition – free start, free pace

David Wallefelt

The foundation course in Medicine, Nutrition, 7.5 higher education credits, has for many years been given as a web-based distance course at a study pace of 25%. The course is part of a series of five courses called foundation courses in Medicine. The interest of students to take these courses has varied a lot, as has their prior knowledge. The students that have taken an active part and been examined successfully have on average shown a high completion rate. Often students have been working full time in parallel with taking the course. Through-put has been relatively low.

The project intended to develop the foundation course in Medicine, Nutrition, so that it could be taken based on the concept Free start, free pace. This means that students can start the course when they want and study at the pace they want. Important parts of the work have been to find functional administrative routines, study and examination forms that are flexible and adaptable, and the possibilities for interaction between students and other students or teachers. The plan was that the course would be offered for the first time in its new form in Autumn 2012, and evaluated during Spring 2013.

Since this project follows directly the redevelopment of another foundation course in Medicine, Anatomy and physiology, 15 higher education credits, the work here of developing the course has gone smoothly. Six months after the start of the course it is clear that through-put has improved. One thought for the future is however to make an addition to the course syllabus of a learning outcome that “studies should be completed with a given timeframe”. This is so that students can maintain the slower pace of study of 25%.

A negative experience is that interest among students for the non-compulsory Connect seminars has been very low. During Spring 2013, participants were offered to instead have resource meetings in Connect. The teacher would be available for one hour per week for questions and discussion. This free form of interaction between teacher and students has been very much appreciated by the students.

Structures to support the learning process in net-based education in Political Science

Jenny Lönnemyr & Jenny Åberg

It is rare that net students have different goals for their studies from campus students. Sometimes this can mean problems for net-based students' possibilities to take in course content and forms of study. An expression of this is that net-based courses have a lower through-put rate than campus-based courses.

The project aims to gain a deeper understanding of net-based students' view of their own learning in Political Science. It aims also to develop strategies to help teachers help these students best. The project will contribute to an increased feeling of competence by teachers for supporting different learning processes. The thought is that this in turn will increase students' feeling that the education has high quality and will increase the through-put rate on these courses.

During the first phase of the project, a web-based questionnaire was constructed which was used to identify the differences between the view of different groups of students in Political Science of learning processes and of themselves as students. The answers have been summarized and the results analysed. This analysis has then been used as the basis for the in-depth interviews with students carried out during the second phase. The material collected relates to previous research on the topic and has been linked to teaching specifically in Political Science. An adapted phenomenological analysis methodology has been used.

The third phase of the project includes the analysis of the interviews and putting together of a report. This completed work was intended to be carried out during Autumn 2012, but because of leave of absence was put off to Autumn 2013. Some recommendations for continued work can therefore not be presented now. The idea however is that the result of the analyses could be applied at the start of Spring 2014. Our hope is that this is a result that other subjects can also use and learn from.



INDUSTRY AND SOCIETY

Workplace environment for teachers in net-based teaching

Nina F Larsson

An investigation carried out in 2008 at Högskolan Dalarna showed that teachers who work with net-based education will be affected by physical and stress-related problems to a higher degree than those on campus. The basis of this project is that the working environment must be improved. The knowledge the project generates shall be usable in practice. In the project, teachers' own experience of working online has been accessed through interviews and focus groups. This has not only given us a rich and nuanced picture of how teachers experience different working situations and ways of working, but also many ideas for improvements. The final goal is a digitally available handbook for teachers working online.

Some terms recurred often during the interviews. Teachers need to clearly state what accessibility via mail, telephone, etc. mean. Otherwise their workload increases markedly. Time and energy can also be saved through parts of course material being shaped so that they can be used time and again. The ambition level regarding streaming and recording of lectures must be set at a reasonable level.

The working team is important for the transfer of knowledge of working methods, technologies, and attitude within net-based learning. The working climate and the ways of working must allow questions and common learning. Forms of meeting via the Internet or other web-based applications must be developed. Teachers need time to learn technology "off-line" without students. A problem with "double distance" can arise for teachers in net-based teaching who work off-campus and as a result rarely meet their colleagues.

The goal of carrying out interviews and focus groups to collect material, including the thematic organization of teachers' views and the summary of all material, has been completed. The work with creating a handbook which will be available digitally has started, but is not finished. This work continues and will be complete during 2013.

Data analysis for Business Intelligence

Anna Sellner

The need for competence in data analysis is great in Sweden. In the long term, interest in the area needs to be awoken already during undergraduate study. In the shorter term, it is our wish to educate people who are already in the industry but who lack sufficient competence. To reach this short-term goal, commissioned education has been set up within this project.

The target group for this training are people who work in data analysis in companies and organisations but who lack formal competence in the area. These people can advantageously study according to the concept Free start, free pace and as a result continuously adapt their studies to their current working situation. The education is planned for three levels: Basic data analysis, Theory for advanced data analysis, and Advanced data analysis. Every level contains a number of modules that can be examined and validated separately. The project only covers undergraduate study.

The training, which started in Spring 2013, is owned by Högskolan Dalarna. There are teachers and supervisors within the subjects of Informatics, Statistics and Data technology. In the development of the courses, the resources of the ICT division have been used to record lectures and create the possibility for contact between students and participants. The SAS Institute's software will be used in the courses, both by teachers and participants. The form of education, Free start, free pace, and distance are an attractive form for working people who are interested by further training. Possibly, 30 higher education credits over a period of up to two years can be seen as too much of an undertaking for people in this work category. The possibility of dividing up the studies into independent courses will therefore be investigated. This would also change the cost to the advantage of the participants.

Lectures with mentometer buttons and student-active lectures in Physics

**Marika Hagelberg
Markku Jääskeläinen & Andreas Lagerkvist**

How can students be more active during lectures in Physics and Medical Science? This has been the main question in this project that has aimed to use mentometer boxes to increase engagement among students in both subjects.

A mentometer is an electronic aid for communication during a lecture for example with earphones. The teacher asks a conceptual question with many alternative answers that demonstrates understanding of a scientific term. Every student votes with the help of the mentometer for the alternative she or he thinks is right. After that, the students discuss the question in pairs for 1-3 minutes. The teacher can then go round and listen to the arguments coming up. After the discussion, there is a new vote. In general, the number of right answers increases dramatically. As a conclusion, the questions is taken up for discussion in the whole class.

Previous research has demonstrated that students with this method go from being passive listeners to active participants. Their performance level goes up. Also, the teacher gets direct feedback on students' development of understanding of terms.

In the current project, similar experiences were made. The method has been tested on a number of courses. In Medical Science, a questionnaire was used to measure the value of the mentometers assigned by the students. All thought the tool was easy to use, and increased participation and better learning. The evaluation of the Physics courses has been quantitative. It was clear that the students became more active and attendance at lectures increased dramatically. The students' results improved somewhat as well. The greatest use of the method was by the weakest students. A general conclusion is that the use of mentometers brings a familiarity with the method and the pitfalls there are, but also continuous reflection. The questions used must be well thought through. A sufficiently large number of students have to answer correctly, otherwise those who answer correctly can change their answers.

The mentometer system can come in different forms. We chose a system where the mentometer and receiver communicate by radio waves. The receiver was connected to a computer by USB. The system works both in campus lectures and on distance.

Real laboratory sessions wherever

Johan Vestlund

It is fully possible to remotely login to and control the solar energy unit on the roof of the Borlänge campus. It is the most important result of this project that in the long term will make it easier for energy students to deepen their understanding of how such a system works. The students will be able to follow the system online from any place and at any time.

The flow of solar energy varies with the weather, time of year, and time of day. It can therefore take a long time for students to get into how a solar-powered unit works. With the possibility for remote login (production of measure series by distance) and control, students will be able to collect logged data, and based on these try to make changes so that they can collect new data at a later time. The hope is that students who work in this way will develop a deeper and more nuanced knowledge than those that only learn standard units.

In the project, a control and measurement computer has been installed with software that follows and partly controls the system. Part of the software logs data continually which gives long series of measurements. Another part of the software controls the load so that it acts as if the system was really connected with varying loads at different points of time. The entire software has been set up so that all logons and controls can be carried out online by eligible students. This means that the students can work independently. The teacher follows the laboratory session and is at hand when the students need help.

The system has been developed specifically for the solar cell unit. The thought is to develop and document the knowledge in such a way that more laboratory sessions can be converted using the same concept and by using the same software. In that the measurement and control computer can also be converted to a web-server, the user will be able to watch and control the laboratory sessions by distance.

Visualised education material for teaching in Human Work Science

Ing-Marie Andersson

Health risks in the form of for example loud noise, air pollution and vibrations often remain abstract. However research has demonstrated that such knowledge can more easily be taught if it can be visualized, for example with the help of video. The visualization can then be made available by different types of visual media. The aim of this project has been to investigate the possibility of creating this type of educational material on health risks for use in the subject of Human Work Science at Högskolan Dalarna. The material focuses on how to prioritise different types of measures. The material will then be made available for students on websites or “apps” for smart phones.

The project has resulted in eight examples based on material from related projects, which are ready for distribution. External contacts have been used to gain necessary knowledge for these productions. Discussions on distribution and availability have been carried out with the Information and ICT divisions at Högskolan. The material will be used in a later project and evaluated in teaching.

The work to create this teaching material on health risks builds on previous research in Human Work Science. The research group owns the visualization method the project is using and therefore has a leading international standing in the area. The project group has a thorough previous experience of production and use of video-based teaching materials, but mainly directed towards those in work. In the framework for two current research projects, there is a development taking place in technology and pedagogy to visualize the connection between exposure to risk factors in work and conditions you can affect. Using visualization methods in this project is mainly based on the use of video, and in particular the PIMEX method (Picture Mix Exposure). The method is based on video filming and measuring when a person carries out their daily work. The measurements are presented graphically in the video film.



LANGUAGES AND MEDIAS

Cultural Remediation: The Role of Visual Representations in Reshaping Cultural Narratives in Contemporary Ireland

Irene Gilsenan Nordin, Billy Gray, and Katherina Dodou

The Cultural Remediation project examines the process of remediation, whereby a narrative, be it literary or cultural, can be dismantled, reshaped and presented in a different medium. The project pays particular attention to the reshaping of cultural narratives in contemporary Ireland and how this reshaping is reflected in visual representations, particularly film and television. Ireland offers a unique example of how remediation in various ways currently reflects the profound social, cultural, political, economic changes that Ireland has undergone in recent decades, and continues to do so today.

The main aim of the project was to examine the questions below and to produce an international publication as a special issue of *Nordic Irish Studies*, in conjunction with other researchers in the field of cultural remediation. Questions examined were as follows:

How does remediation reflect global trends, and new social configurations and their impact on traditional definitions of Irish identity? How does remediation reflect the profound changes occurring in the Irish contemporary political social and economic landscape? How can the process of remediation create opportunities for individual rethinking and change in the form of new social interactions and exchanges? What cultural discourses can be developed by means of different forms of cultural remediation?

A Call for Papers was sent out internationally, resulting in abstracts received from 27 researchers in a number of countries. The editors choose a number of abstracts that best fitted into the theoretical framework of the project. The project is being successfully completed and the resulting publication will be published in Spring 2014 as a Special issue of *Nordic Irish Studies* co-edited by the three researchers at Dalarna University involved in the project: Irene Gilsenan Nordin, Billy Gray, and Katherina Dodou.

Digital conversation cultures in net-based learning

Christine Fredriksson, Gudrun Brundin, Johanna Salomonsson & Monika Stridfelt

How does our way of communicating change when academic teaching moves from physical to digital spaces? In this project, we investigate digital conversation cultures in net-based language learning. The conversations studied are partly oral chats, but partly written interactions of the type that appear in chat-rooms and forums online. The conversations have been investigated synchronically and diachronically and from different linguistic perspectives. The project is unique since it is based on well-established web-based university studies in foreign languages.

The project contains four different sub-projects:

In project 1 (Gudrun Brundin), written textchats are studied in a German language digital conversation room where students discuss seminar assignments linked to a specific linguistic text. The aim is to investigate the strategies students use to make communications easier between them. Among other conclusions, it came out that students use few of the economization strategies that are otherwise common in online conversations, such as emoticons, reductions, ellipses and leetspeak.

In project 2 (Christine Fredriksson), the strategies are investigated which Swedish students use and how discourse looks in synchronous written chats in German. What linguistic means keep communication going and how well to these agree with German norms? Where and why do students correct themselves and others? The study demonstrates that the use of complex strategies increases in the cases when Swedish students interact with native speakers, which probably improves language development. Unfortunately, the students rarely get the opportunity to develop meta-linguistic knowledge through feedback from more competent conversation partners.

In project 3 (Johanna Salomonsson), the focus is on how oral discussions between students are built up. How and when do students change topic? How are the beginning and end of the conversation negotiated? The study is based on six transcribed conversations in German and demonstrated that the students change topic in three situations: a) when consensus is reached and a topic can therefore not be developed more, b) when consensus is not reached but longer pauses (2-3 seconds) indicate that a topic cannot be developed, and c) when a student wants to end a conversation because the time is up.

In project 4 (Monika Stridfeldt), Swedish students' pronunciation and perception of spoken French is dealt with. This project is at the same time part of a larger international project. A goal is to develop computer-based training methods for students. Because of parental leave, this project has not yet been completed.

Students of today and tomorrow

Ulf Magnusson

The number of students choosing to study online has for many years in a row increased markedly across the country. This trend is also clear in the rest of the world. Högskolan Dalarna is one of the Swedish universities and colleges that have increased the amount of net-based education the most. The increase has mainly taken place in net-based education by distance and today two out of three students study net-based. The project aims to find out who these students are, why they choose this form of study, and what they think of net-based teaching.

Available data in the form of statistics, reports and other investigations and interviews with students has formed the basis for a questionnaire survey. 2488 out of a total of 8378 students who were registered as active as of 12-10-2012 have filled in the questionnaire. The results demonstrate that the students who study net-based in general are very happy with their education. On the one hand, net studies make it possible for older people, women, carers and those in work both to create a completely new education and to get further training. On the other hand, net students are only one part of what in many ways is a very heterogeneous group whose common denominator can be said to be a need for flexibility.

Drop-offs from net-based education depends in most cases on the fact that you do not manage your studies because of work, prioritizing other courses, time clashes, changed working conditions or personal reasons. Drop-offs therefore do not have "negative" causes such as that you are not happy with the education, the technology does not work, or similar.

The results of the project make it possible to better adapt both the education we offer and the forms of teaching to students' needs. The survey makes it also possible to more clearly direct recruitment measures towards certain target groups, which should lead to more effective use of Högskolan's resources.

Effects of open net-based learning resources: Tandem

Julie Skogs & Marcia Markus

Högskolan Dalarna is involved in a large number of open teaching resources, including iTunes University and streamed lectures that are open to everyone. The question though is how well the open resources fulfill their intended function. In the project, one such open resource is investigated, specifically the tandem project run in connection to language teaching at Högskolan Dalarna.

Tandem is a form of authentic language communication between students. The tandem project that Högskolan Dalarna runs is unique in that it is net-based. Students are paired up with the aim that they should learn from each other. For example, an English speaker who wants to learn French is paired with a French speaker who wants to learn English. That this is net-based gives great freedom for the students to decide when and how they want to communicate.

The project started with interviews with those at Högskolan Dalarna, three teachers, and a systems designer within IT support, who have been involved in starting and running the project. They brought up the need to investigate which pairs worked and why. They also took up the difficulties of running tandem when there is no time for maintenance and development. The project continued with a survey of registered users. A net-based questionnaire survey was sent on two occasions to the over 500 registered users. The completion rate was so low however (8.2%) that the answers cannot be analysed statistically. It showed that tandem fulfills its purpose to a certain extent since some participants experience that they are improving their language skills and they are attracted to continue studying languages at university. During Autumn 2011, tandem was built up with a tool that will make it easier for participants to see who is online, which should be a significant improvement. The participants come up with many good suggestions for improvements in the questionnaires.

The idea was that the survey would be followed up by interviews with a few participants. It proved however to be difficult to get contact with the few who answered the questionnaire to do the interviews. This part of the project has therefore been removed so that the project could be finished on time.

Goal-oriented and legally sound examination

Charlotte Lindgren

Together with the fact that an ever larger part of teaching at Högskolan Dalarna is carried out online, the need increases for examination forms that work well in this context. The examination forms should partly be legally sound and partly adapted to the learning outcomes. The project aims to develop forms and propose technical and pedagogical solutions for such examinations. It also aims to work for a common view in Högskolan Dalarna for how net-based examination should take place.

At first, the examination forms were surveyed for all net-based courses at Högskolan. The survey demonstrates that choice of examination form is linked to a high degree with one or more of the following aspects:

the possibility for secure identity checks, willingness to make the examination part of a teaching session, and the need to create a reasonable workload for teachers. There is a common national view around the term “legally sound examination” and this is regulated through a number of clear rules. On the other hand, there is no common view among teachers around what “legally sound” examination is.

A returning statement is that the subjects that develop varied, formative and synchronous examination forms express less insecurity about the possibility for a just grading of student performance, fulfillment of learning outcomes and secure identity checks. The risk of cheating is also judged to be less by these people. The project also looked at grading criteria and the role of examiners. Taken together, the results point towards examination, forms of study and content as not necessarily being seen as different components. A conclusion from the project is that it would be desirable if Högskolan partly set up a pedagogical forum for reflection and discussion of questions dealing with examination, and partly administrative support to make easier the handling of related administrative and legal questions.

Literary worlds of new generations: Fan culture as literary genre on the Internet

Chatarina Edfelt, Anneli Fjordevik & Hiroko Inose

Fan culture is a collective term for a large number of forms of digital sub-culture that have grown on the Internet. Under this label, we find film and artistic creations, translations, literary fiction, blogs, roleplay and different forums based on and dealing with popular culture in the form of tv series, literary bestsellers, anime, manga stories and games. The project analyses two of these closely related sub-cultures: fan fiction, and fansub or scanlation. This has partly been done from a literary perspective, and partly from a teaching perspective where the sub-cultures are studied as informal learning environments.

Fanfiction covers work where amateurs, often young adults, rewrite already existing literature or continue on from existing stories/novels. The reception of the literature as a result goes from being passive to active. Fansub means amateur translation of anime and its spreading to the Internet, while scanlation covers the equivalent translation of manga. Research on the expression of different fan cultures on the Internet is a very young field. Previous studies point to these environments as very interactive and creative with positive effects on the identity formation of participants, as well as social and linguistic development.

The work in this project has given a good insight into how fan culture works and is built up, what that biggest ones are, and how communication and interaction takes place between participants. The process - how unofficial translations are made and how you informally help one another to be better writers and translators - demonstrate how these communities work as informal writing and translating schools. A number of elements come across as especially important for this productive learning environment to come about: the community, passion for the topic, mentorship, feedback with a review function, and the possibility for anonymity.

Pedagogical methods in net-based language education

Rieko Saito

Languages at Högskolan Dalarna have expanded very quickly over the last few years. Now most language teaching is only online. The fast development in net-based teaching has meant a great challenge for teachers when the traditional teaching methods cannot just simply be transferred over to the new medium.

The project aims to investigate the different teaching methods used in language teaching at Högskolan Dalarna and how well they work in relation to the learning outcomes. It also aims to document good examples of working forms of teaching, and to survey the amount of and forms of contact between teachers and students.

A questionnaire was sent to 23 teachers on language courses at undergraduate level, especially in oral and written proficiency. From these, 11 teachers were selected for interview. The latter had stuck out by using ideas and methods specially developed for net-based education.

There was great variation regarding the types of activities, lessons, material, assignments, etc. that were part of the different courses. A common experience was that teachers who work with distance teaching by Connect must without exception create their own teaching materials. Another common experience was that learning outcomes can be reached whether the course runs on campus or online. Even if there are technical problems, they are no barrier to learning. The teachers tried to create a group feeling and giving feedback on students' progress is the key to succeeding with studies. The use of Connect makes both oral and written interaction possible in real time, which is seen as an advantage. The measurement of contact time between teachers and students which should have taken place in this project will be carried out during Autumn 2013 under another project, also initiated and financed by Högskolan Dalarna.



Meeting

Stop My Webcam

Anna Munter

Ragnar Olafsson [NGLC]

Michael Oppenheimer

Marie Boström

Inger Lindqvist

Peter Norberg [NGLC]

Ulf Oom Gardtman

- Attendees (8)
- Hosts (2)
 - Peter Norberg [NGLC]
 - Ragnar Olafsson [NGLC]
 - Presenters (6)
 - Anna Munter
 - Inger Lindqvist
 - Marie Boström
 - Michael Oppenheimer
 - Ulf Oom Gardtman
 - uog
 - Participants (0)

resentation1.pdf

exclamations

The comparative form is also used to show surprise of how beautiful/ugly/intelligent etc. someone/something is. In that case it comes with "ma".

ما أقيح الشَّرُّ! ما أخلَى الربيع! ما أجمل الشَّمْسُ!

How ugly evilness is How beautiful the spring is How beautiful the sun is

Notes

يا كيف ذلك اليوم؟

uog is typing

Chat (Everyone)

Anna Munter: I dont know

Peter Norberg [NGLC]: I think it's like the Swedish Häng

Michael Oppenheimer: I have a question!

Anna Munter: I'm well thank you!

Michael Oppenheimer: It means "How are you doing?"

uog: يا كيف ذلك اليوم؟

Windows taskbar icons: Start, Internet Explorer, Firefox, Chrome, VLC, Skype, Zoom, PDF Reader, PowerPoint, etc.

SV

09:10

2013-04-03



EDUCATION AND THE HUMANITIES

Net-based education in Natural Science and technology

Susanne Antell

In Natural Science, experiments, laboratory sessions and field studies are important tools for verifying/falsifying hypotheses. These empirical methods have for a long time also been an obvious part of Natural Science parts of the teacher training programme. The goal of such an investigative way of working is for students to better understand the content and character of Natural Science, and to learn to carry out scientific investigations using Natural Science methods.

During the earlier change from campus to net-based courses in the teacher training programme, the number of practical sessions dropped in the Natural Science courses. This has made it necessary to develop new strategies for meeting the need to understand how knowledge of Natural Science is built up and used. The project aims to develop a distance pedagogy for the Natural Sciences and technology subjects at Högskolan Dalarna. Concretely, it means developing methods for the production of audiovisual material that can be used as a complement to practical sessions carried out during meetings on campus. The project also aims to develop laboratory sessions that can be easily carried out in the students' homes, a way of working that has shown good results in our current courses.

The project has produced films in three different environments for teaching purposes. A media producer from NGL's resource centre has helped the project here. The environments for these films have been a Physics laboratory, a bio-medical laboratory and a natural environment in the winter. In all three cases, the aim has been to show a way of working in the Natural Sciences and explaining different theories and research traditions. This work has partly resulted in material that can be used directly in teacher education, and partly in experience that will be valuable in the further development of the concept.

Space, time and net-based learning: An analytical model

Torsten Blomkvist & Roger Melin

Do our daily routines and patterns of movement change in connection with net-based education? How are digital time and space experienced on the Internet in comparison with physical space? How are digital meetings with other people experienced in comparison with physical meetings? Such questions lie at the centre of this project that aims to develop knowledge of university teachers' experiences of net-based teaching situations.

Previous sociological research describes the digital society as a society where the time and space means less. In research on net-based learning, this has been seen as positive since it has been said to promote flexibility. However, there have not been any deeper and theoretically-anchored analyses of the relationship between space, time and net-based learning.

The ambition of this project is therefore with the help of Immanuel Kant's theory of the spatial-temporal system and Henri Lefebvre's theory of social space, create a theory of time and space in relation to net-based learning. During 2012, the work has been based on developing a model for empirical study based on the above two theories. The model is mainly based on Lefebvre's triad of spatial representations, represented rooms and room practice. In the model, time has also been integrated. The model aims to get at the physical, mental and social aspects of space and time.

In the project application, we aimed to root the model empirically by in-depth interviews with teachers, but because of limited resources this ambition was revised to only covering theoretical work. The idea is that in the next step we add the empirical part to the theoretical model. At least eight teachers will be interviewed about their experiences of the net-based teaching situation (with follow-on questions on their experiences of campus teaching for contrast).

Writing pad – a tool for language teaching online

Sara Nittve

How and in what ways can writing pads be used for making net-based language teaching more effective? Many language teachers at Högskolan Dalarna have talked about the problems of not being able to write "on the whiteboard" during online seminars. The problem comes mainly about when you want to point out grammatical features in a text. This would be possible with an adapted writing pad connected to the computer.

The project aims to partly make an inventory of the need for writing pads among language teachers at Högskolan Dalarna, and partly test and evaluate a couple of different models.

The work started with teachers in the subjects that use writing pads being asked for their experiences. The results were conclusive: teachers are not happy with the writing pads they have access to, but still use them for lack of alternatives. After that, the need was inventoried in my own subject. Mainly with teachers who work with language structures, that is grammar and phonetics, who are interested in using writing pads. Two different writing pads in the mid-range were chosen to be tested. These have then been given to colleagues. All testers however stated that the pads did not give them the help they were expecting. This partly depends on the delay between the pad and screen, and partly on the great difficulties with carrying out more precise maneuvers. Language teachers often need to write, ring and underline, something that does not work in a satisfactory manner with these models.

The result of the project is therefore that the pads that were tested did not work for the language subjects. The tool is not user-friendly enough to be of use in net-based teaching in a satisfactory manner. Language teachers would rather upload documents than risk ending up in a situation where the information going to students is partly unreadable. The search for a workable alternative will therefore continue.

Net-based teaching in the visual part of teacher training

Lee Nordevald Sjöberg & Åsa Matsson

Net-based teaching at Högskolan Dalarna has until now mostly used oral communication, sometimes combined with web text or Powerpoint presentations. The interesting possibilities Adobe Connect brings with it regarding visual communication are not used at all to the same degree. Since the new teacher training programme at Högskolan Dalarna will be largely run online, a concept of net-based visual communication needs to be developed.

The project aims to find forms for this from the Art subject. The goal is to develop practical conditions and courses so that both campus and distance students can be included in the same course/module. The education is designed so that there can be a creative meeting between traditional aesthetic teaching in the studio/workshop and the possibilities of the net. This is carried out in real time with the support of relevant technology so that students and teachers on campus, and students elsewhere can be part of a dynamic co-operation.

One of the Art rooms has been designed and equipped so that it can also be used for different types of net-based teaching with a focus on laboratory and multi-modal work (that is, combinations of text, moving image, still images, performance, sound, etc.). The room has partly been furnished with conventional technology for streaming, and partly with another camera that is directed towards a table for laboratory demonstrations. During the designing of the room, flexibility in its broadest sense has been in focus. The equipment makes it easier for teachers to vary their teaching. Also, integrated teaching between campus and distance is made easier. What was previously missing, the possibility to put across experiences of working with concrete materials and techniques, now exists. Further, the possibilities for different types of mediations have been tested. Work with working out forms of examination and grading adapted to the new conditions has started.



CONFERENCES

NGL 2012 – 21st–23rd February

In February 2012, the first NGL conference was arranged at Högskolan Dalarna. With the aim of strengthening the profile and identity for Högskolan Dalarna, the conference had 240 participants, six international speakers and a total of over 50 presentations.

The conference was held in cooperation with KTH which among others contributed with reviewers of abstracts and participants in the conference's Closing Panel. The conference was held at Campus Falun with the outside arrangements linked to the Falun Copper Mine and Dalasalen. Both the content of the conference and its organization were rated very highly and Högskolan has now decided to arrange a follow-up conference during 2014.

Online communication – 5th December

To follow-up on NGL 2012 that was arranged in February, the NGL programme chose to invite people to a smaller, more niched conference in December. The theme of the conference was online communication and this time as well external speakers were invited to inspire and discuss the topic. A difference from NGL 2012 was that this conference was only held in Swedish and was held only over one day.



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