



# UIB LÆRINGSKONFERANSE 2023

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Complete Program

UNIVERSITETET I BERGEN



# TRANSFORMATIVE LEARNING AND TEACHING

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The Program of University Pedagogy welcomes you to the UiB Learning Conference, held at UiB on April 25, 2023. The UiB Learning Conference is free and open to all members of the UiB community. It is an opportunity to learn, discuss and celebrate transformative and research-based practices in university teaching and learning. The day will include keynote speakers and workshops, paper panels and poster presentations. We invite all teachers at UiB to attend the conference.

The Learning Conference will feature over 40 sessions, including keynotes, workshops, and paper or poster presentations. The contributions share inquiry on teaching and learning from the UiB community. Presentations on practice and research will focus on student learning through examination of classroom teaching practices, field or practical teaching, use of educational technologies, curriculum revision, use of accessible and inclusive teaching methods, and supervision. The Learning Conference is intended to be an opportunity to connect with a community of teachers and to learn together about transformative teaching practice.

## Venue



The Læringskonferanse will take place at the Studentsenter (3<sup>rd</sup> floor),  
Parkveien 1, 5007 Bergen

## Rooms



# SCHEDULE

Day overview			
	Topic and People	Location	Time
Registration	Coffee & sweets	Hallway	8.30
Keynote Address 1	<p><b>Introduction:</b>  <b>Pinar Heggernes</b>  <i>(Prorector for education and digitalization)</i></p> <p><b>Cathy Bovill</b>  <i>The transformational potential of co-creation</i></p>	<p><b>Egget</b>  <a href="#">(streamed live)</a></p>	9.00
Break	Coffee & sweets	Hallway	10.30
Parallel Sessions A	<b>Paper Presentations</b>	<b>Rooms</b> <i>(see details below)</i>	11.00
	<b>Poster Presentations</b>	<b>Hallway</b> <i>(see details below)</i>	
Lunch Break	Light lunch	Hallway	12.00
Parallel Sessions B	<b>Paper Presentations and Workshops</b>	<b>Rooms</b> <i>(see details below)</i>	13.00
	<b>Poster Presentations</b>	<b>Hallway</b> <i>(see details below)</i>	
Break	Coffee & sweets	Hallway	14.00
Keynote Address 2	<p><b>Crina Damşa</b>  <i>Understanding and teaching collaborative learning</i></p>	<p><b>Egget</b>  <a href="#">(streamed live)</a></p>	14.30
Social Event	<p><b>Spanish Music by Miriam (singer) and Dimas (guitar)</b>            Coffee &amp; Sweets</p>	<b>Egget</b>	16.00

**Parallel Session A (11.00 to 12.00)**

<b>Location</b>	<b>Topics and Presenters</b>
<b>Room A</b>	<p><b>Effective Teaching and Learning Practices</b></p> <p>Du vet ikke om det passer før du prøver - Suksesser og fiaskoer ved innføring av nye læringsformer <i>Lone Holst</i></p> <p>Bruk av yrkesnære oppgaver for å trene studentene i fagspesifikke ferdigheter – Masterstudiet i rettsvitenskap <i>Guri Lindblad</i></p> <p>«Jeg har fått økt bevissthet rundt hva som er kvalitet i diskusjoner – det er ikke bare prat mellom studentene» Hvordan kan en universitetspedagogisk modul om å legge til rette for, og undersøke kvalitet i faglige diskusjoner bidra til utvikling av deltakernes undervisnings- og lærings- kompetanse? <i>Jens Breivik</i></p>
<b>Room B</b>	<p><b>Lab Teaching and Experiential Learning</b></p> <p>Changing the lab as a learning arena <i>Aase Raddum</i></p> <p>Student guides: supporting learning from laboratory experiments through across-course collaboration <i>Kjersti Daae</i></p> <p>Are attained interprofessional capabilities transferable from one training to the other? <i>Anders Bærheim</i></p>
<b>Room C</b>	<p><b>Assessment and Feedback</b></p> <p>Mandatory vs Voluntary Course Work in Introductory Programming Courses <i>Sondre Bolland</i></p> <p>What did you learn in school today? Endret fokus i studentevalueringer – fra undervisning til læring <i>Gunnar Tschudi Bondevik</i></p> <p>Doctoral students' feedback on their feedback experiences: a study at a Danish university <i>Tatiana Ershova</i></p>

<b>Room D</b>	<b>Strategies for Promoting Student Discussions and Feedback</b>  Implementing changes in higher education: a social network perspective <i>Dario Blumenschein</i>  A thematic analysis of the content and learning processes of peer discussions during Peer Instruction in physics <i>Vegard Gjerde</i>  Mentimeter: Empowering students' participation for course evaluation and redesign <i>Mirey Alfarah</i>
<b>Room E</b>	<b>Innovative Approaches to Course Development and Curriculum Design</b>  UiB læringslab – olje eller sand i maskineriet? <i>Cecilie Boge</i>  Towards a visible, connected and flexible higher education <i>Bjarte Hannisdal</i>  Student perceptions on Sustainable Development at the outset of a higher education course: Implications for course design <i>Erika Scheibe</i>
<b>Hallway</b>	<b>Posters</b>  Hvordan øke følelsen av tilhørighet, introduksjon av mentorordning for 9.semester medisinerstudenter <i>Cathrine Ebbing</i>  Flere praksisplasser og bedre veiledning for medisinstudenter på fastlegekontorene - FRONESIS <i>Knut Eirik Eliassen</i>  Introduksjonskurs for jusstudenter - "Lær å lære" <i>Andrea Grytten</i>  Digital samarbeidslæring i høyere biologiutdanning <i>Anja Møgelvang</i>  UiB Skriv: en verktøykasse for skrivestøtte i fagundervisning <i>Ingunn Rødland</i>  Evaluating medical students' learning outcomes from an elective course in palliative medicine <i>Jan Henrik Rosland</i>  Use Inspira data to improve your exams (demonstration) <i>David Grellscheid</i>

<b>Parallel Session B (13.00 to 14.00)</b>	
<b>Location</b>	<b>Topics and Presenters</b>
<b>Room A</b>	<p><b>Effective Strategies for Identity, Sense of Belonging, and Student Perceptions</b></p> <p>Understanding Student Sense of Belonging in Introductory STEM Courses <i>Sehoya Cotner</i></p> <p>"I will survive": Enhancing the sense of belonging in academic communities <i>Julien-Pooya Weihs</i></p> <p>Hello? How physicians' non-greeting behaviour impacts medical students during clinical placements <i>Eivind Valestrand</i></p>
<b>Room B</b>	<p><b>Student-Centred Learning</b></p> <p>Pasienters møte med medisinstudenter i fastlegerollen <i>Knut Eirik Eliassen</i></p> <p>Inn i faget på egen hånd: Studentaktiv utforskning av primærkilder før forelesninger <i>Christian Bull</i></p> <p>Studentaktive forelesninger på Masterstudiet i rettsvitenskap <i>Jan-Ove Færstad</i></p>
<b>Room C</b>	<p><b>Active Learning Strategies</b></p> <p>Reading/Writing/Playing <i>Simon Gilbertson</i></p> <p>Challenges and Opportunities for COIL Approaches in Doctoral Education <i>David Hebert</i></p>
<b>Room D</b>	<p><b>Digital learning</b></p> <p>Utilizing online international collaboration to create meaningful learning experiences at a business communication course <i>Kaisa Pietikäinen</i></p> <p>The Impact of the COVID-19 Pandemic on University Education <i>Henk Keers</i></p> <p>Experiences with running a Massive Open Online Course (MOOC) <i>Bente E. Moen</i></p>

<p><b>Room E</b></p>	<p><b>Workshops</b></p> <p>Debate in the classroom: A practical tool to boost students' active learning <i>Mirey Alfarah &amp; Aase Raddun</i></p> <p>Studentpartnerskap – erfaringer fra en SFU <i>Pernille Eyde Nerlie &amp; Oddfrid Førland</i></p>
<p><b>Hallway</b></p>	<p><b>Posters</b></p> <p>Redesign to student-active learning for Field and Laboratory Course in Quaternary Geology/Physical Geography <i>Pål Ringkjøb Nielsen</i></p> <p>Critical Thinking - Core Themes and Perspectives from Students and Teachers <i>Jorun Nyléhn</i></p> <p>Improving formative assessment in a quantitative Earth Science course: Lessons learned from using both in-class Socratic polling versus TBL problem set work <i>Eoghan Reeves</i></p> <p>Poster sessions as constructive alignment in BIO courses <i>Jonathan Soule</i></p> <p>Developing intercultural competencies in Pharmacy study program at Vilnius University <i>Indrė Trečiokienė</i></p> <p>How does writing contribute to learning? A quasi-experimental study involving peer feedback and variation in summative assessments. <i>Endre Tvinnereim</i></p> <p>Towards Active Learning for Energy Courses at UiB <i>Mostafa Bakhoday Paskyabi</i></p> <p>Open Undergraduate Research Systems (OURS) – Integrating learning and research in an Open Science framework for students <i>Christian Bianchi Strømme</i></p>

