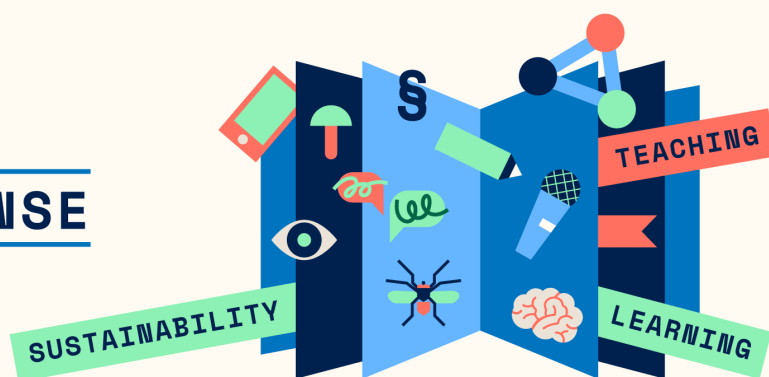


LÆRINGS- KONFERANSE

17. OKTOBER 2025



Konferansesammendrag

Conference Abstracts

Workshop 1, 10:45-11:45, Storsalen

Education in Turbulent Times: Deepening and Connecting on Ideas from the Keynote

Peters, A.

Welcome to a workshop that deepens the ideas introduced in the keynote. Together, we will explore how these ideas are already being experimented with and implemented at the University of Bergen. We will also consider what other ideas may be important and discuss how education might be further developed to promote sustainability in better ways. The conversations will be guided by methods from the Art of Hosting Conversations that Matter, a framework developed to support complex democratic change processes. By participating, you will also experience these methods and reflect on their potential for advancing education for sustainability.

Paper presentations

10:45-11:45, Søndre Allmenning 1

Resistant Systems, Resistant Peers: Junior Lecturers and Peer Feedback on Teaching

Przulj, T.

Junior lecturers at universities and university colleges (PhDs and postdocs) are often given teaching duties with little to no prior training. Inspired by this need for teaching support systems for junior lecturers, this study's original aim was to explore the effects of one bottom-up informal approach – appreciative-inquiry based peer feedback – on the teaching attitudes and practices of junior lecturers at my department. The study used qualitative survey and semi-structured group interview as methods. The research was set up to answer the questions of how junior lecturers experience peer feedback based on appreciative inquiry, and if and how they believe it has influenced their teaching practices. However, what emerged from the dataset was not only an illustration of one possible way that small-scale teaching feedback among peers can work in a junior lecturer context, but also an account of other factors that can impact and sometimes impede the implementation of such an approach, as well as those that can make it sustainable over time.

Fileborn, B., Wood, M., & Loughnan, C. (2022). Peer reviews of teaching as appreciative inquiry: Learning from “the best” of our colleagues. *Higher Education*, 83(1), 103–117.
<https://doi.org/10.1007/s10734-020-00637-9>

Beerepoot, M., Pedersen, I. F., Huru, H. L., & Malyutina, E. (2024). Det universitets- og høgskolepedagogiske vitenskapsområdet i Norge—Fremvekst, grunnlagstenkning og “state of the art.” In D. Husebø, L. E. Ferguson, O. L. Stalheim, I. C. Erikson, K. R. Isaksen, A. Mavroudi, & P. Wallin (Eds.), *Studenter med undervisningsoppgaver: Opplevelser, utfordringer og oppfølging* (pp. 325–345). Cappelen Damm Akademisk.

My intended audience are all lecturers in higher education who feel they could use more support in their teaching, who wonder how they can support their junior colleagues, or who are curious about appreciative inquiry as a feedback method.

Strategic Confluences? Intersecting Sustainability, Internationalization and Digitalization Strategies in Higher Education

Reis, L., Bedenlier, S., & Tillmanns, T.

The imperative for higher education institutions (HEIs) to adapt to dynamic external and internal forces has never been more pronounced. Addressing climate change as one of the key challenges of the 21st century leads to the development of emergent or deliberate strategies (Soliman et al., 2019). Strategy papers articulate the institutional stance on key topics and clarify its objectives to HEI members (Childress, 2009), while signaling their competitive standing and institutional advancement (Lomer et al., 2023). Currently, HEIs encounter multifaceted demands that transcend individual strategic domains. Environmental sustainability now stands alongside internationalisation (Childress, 2009) and digitalisation (Getto & Buntins, 2021) as pivotal developments and preconditions for teaching, learning, and research (Miranda et al., 2021). While these areas are often addressed independently, their intersections remain yet underexplored, particularly regarding their compatibility and contradictions.

Our research addresses this gap and explores the strategic integration of sustainability within internationalisation and digitalisation in German HEIs. Utilizing qualitative content analysis on openly available strategy documents from 137 public German HEIs, we investigate a) how these strategies refer to one another, b) the topics they explore, and c) their complementary or conflicting nature. Only 13 institutions possess strategies of all three areas, highlighting different evolutionary stages. Preliminary findings suggest frequent cross-referencing, from brief mentions to advanced alignment. Our presentation will elaborate on these findings and their implications for teaching as well as policy and strategic evolution in HEIs, pointing to future research directions. The presentation aims at lecturers and university management, which will be included via polls, questions to discuss, and the presenter being available for questions after the presentation.

References (selection due to maximum of words)

Childress, L. K. (2009). Internationalization plans for higher education institutions. *Journal of Studies in International Education*, 13(3), 289-309.

Schreier, M. (2012). *Qualitative content analysis in practice*. Los Angeles: SAGE.

Poster session

10:45-11:45, Vrimleareal

Does Peer Dialogue Boost Learning or Grades in Online Tests?

Andersen, G.

Online tests are widely adopted in higher education due to their efficiency in grading, feedback, and reusability, despite concerns about their tendency to assess lower-level recall. It has been suggested that integrating feedback-oriented teaching methods in online tests may enhance learner self-regulation. This study investigates the impact of group-based peer dialogue—a form of inclusive feedback—on performance and perceived learning among first-semester geography students in a two-stage exam setting.

Findings show that peer dialogue significantly improves grades and reduces variation within groups. Questionnaire responses suggest that prior mandatory group work fostered a safe and trusting environment for idea exchange during peer dialogue, contributing to a feeling of learning for most students. However, a minority reported limited benefits, often linked to dysfunctional group dynamics or possibly the presence of free-riders.

The study is framed by learning and team development theories and reflects on the role of inclusive pedagogy in promoting educational sustainability.

Fostering Data Literacy: How do teachers experience using the Delta i Data! Game Package?

Klykken, F. H., & Barendregt, R.

With the current rise of AI and data-driven systems, raising awareness about data and the impact of digital actions across various platforms is essential for all students. Teachers can play a crucial role in supporting students' data literacy by providing engaging and inclusive learning activities that foster a foundational and critical understanding of data. This poster presents a case study exploring teachers' experiences with a game-based data literacy initiative. The Delta i Data! Game Package was developed by researchers at SLATE (UiB) in 2024 and includes two analogue learning games and a website with supporting resources designed to foster data literacy. The package was distributed to 42 upper-secondary schools in Vestland County at the start of the 2024 academic year. Two months later, an online qualitative survey examined how upper-secondary teachers used and experienced the data literacy games in their teaching practice. This poster details how 20 teachers from 14 different schools utilised the games, assessed their usefulness, and reflected on their experiences. Thematic analysis of the open-ended responses shows how the game package was adapted by teachers in various ways to meet classroom needs. The teachers describe the games as highly effective for student engagement and relationship building, and detail how the game package increased students' awareness of digital data, particularly by providing a valuable starting point for reflection and discussion. However, some teachers encountered difficulties in facilitating students' reflection and learning after using the games.

Co-create your own adventure

Daae, K., & Glessmer, M.

Co-creation occurs "when staff and students work collaboratively with one another to create components of curricula and/or pedagogical approaches."

But what exactly does this mean? What components or approaches can we co-create, and what does co-creation look like within a higher education classroom? Although we have literally co-created fieldwork journeys with students, we will here welcome you to join us on a metaphoric co-creation journey through the landscape of opportunities

guided by the Norwegian mountain code (Fjellvettreglene). The mountain code (dating back to 1952) is well-known in

Norway; kids learn it early, and it is even printed on the wrapping of the popular hiking chocolate, Kvikk Lunsj!

Studentperspektiver i utviklingen av prosjektet "Resonating Rights"

Metell, M.

Denne posteren presenterer et forsøk på å integrere studentperspektiver i prosjektet Resonating Rights – How Music Gives Voice and Fights Social Exclusion. Prosjektet er et internasjonalt samarbeid mellom Universitetet i Bergen (UiB), Universitetet i Sørøst-Norge (USN), Universidade Federal do Rio de Janeiro (UFRJ), Universidade Federal do Sul da Bahia (UFSB) og Universidade Federal da Paraíba (UFPB).

Resonating Rights omfatter både utveksling av ansatte og studenter mellom institusjonene, samt utviklingen av et nytt emne ved Griegakademiet med fokus på musikk, menneskerettigheter og sosial

inkludering. For å sikre en bærekraftig og relevant utvikling av emnet, er musikkterapistudenter på tredje studieår invitert til å delta i verksteder og refleksjonsprosesser.

Posteren viser samarbeidsprosessen fram til høsten 2025, studentenes perspektiver på organisering og utforming av emnet, samt utfordringer og muligheter knyttet til samskaping av et nytt undervisningstilbud.

Referanser

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UiB-studenters holdninger til bruk av generativ kunstig intelligens (KI) i eget akademisk arbeid

Lavik, G. A., Knudsen, E., & Sobolowski, S.

Selv om flere studier peker på at KI-verktøy kan være positivt for akademiske ferdigheter, er universitetssektoren i økende grad bekymret for den potensielt negative effekten KI kan ha på akademisk arbeid (Dikilitaş et al., 2024; Cotton et al., 2024; Sullivan et al., 2023). Likevel vet vi fremdeles lite om studenters holdninger til og bruk av KI-verktøy, og om deres interesse for å lære mer om KI varierer basert på faktorer som kjønn, KI-kjennskap og KI-bruksmønstre (Dikilitaş et al., 2024; Cai et al., 2023). I denne studien presenterer vi funn fra en pilotspørreundersøkelse vi gjennomførte våren 2025 ved UiB (N=426). Vi rapporterer også funn fra et surveyeksperiment – et “conjointeksperiment” (Knudsen og Johannesson 2019) – for å undersøke hva studentene vurderer som akseptabel og uakseptabel bruk av KI i akademisk studentarbeid. Undersøkelsen om studentenes holdninger til KI, inkluderer også hvilke holdninger de har til KI og bærekraft med tanke på klima, demokratiutvikling og diskriminering.

Vi besvarer følgende forskningsspørsmål:

RQ1: Hvordan varierer studenters holdninger til KI etter kjønn, KI-kjennskap og KI-bruksmønstre?

RQ2: Hvordan varierer studenters bruk av KI-verktøy etter kjønn og KI-kjennskap?

RQ3: Hvordan varierer studenters ønske om å lære mer om KI basert på kjønn, KI-kjennskap og KI-bruksmønstre?

RQ4: Hva anser studenter som akseptabel og uakseptabel bruk av KI i akademisk studentarbeid?

Referanser

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Knudsen, E., & Johannesson, M. P. (2019). Beyond the limits of survey experiments: How conjoint designs advance causal inference in political communication research. Political Communication, 36(2), 259-271.

Sullivan, M., Kelly, A., & McLaughlan, P. (2023). ChatGPT in higher education: Considerations for academic integrity and student learning. *Journal of Applied Learning and Teaching*, 6(1).

Kildespillet - Læringsspill som undervisningselement i førstesemesteremne

Lavik, G. A., Rødland, I., & Klykken, F.

Spill engasjerer studenter i aktiv læring (Whitton, 2011). Brettspill skaper en pedagogisk situasjon som på den ene siden gjør det lettere å forstå og lære, og på den andre siden bidrar til å redusere stress og skape et læringsmiljø hvor studentene kan lære gjennom humor, prøving og feiling (Sousa et al., 2025). Potensielt kan læringsspill bidra til å fremme psykologisk trygghet, noe som er viktig å etablere for nye studenter da de har utfordringer på mange områder, for eksempel med ensomhet (Hysing et al., 2020).

I denne posteren presenterer vi «Kildespillet», utviklet ved universitetsbiblioteket. Dette er et analogt læringsspill om informasjonskompetanse. I utformingen av spillet har vi hentet inspirasjon fra spill utviklet av SLATE. (Castañeda et al., 2024; DALI, 2023; SLATE, 2024).

Høsten 2025 har alle nye studenter spilt Kildespillet som en del av sitt introduksjonsemne ved Humanistisk Fakultet. Posteren vil inkludere resultater fra studentenes evalueringer av læringsspilløkten. Vi har ønsket å finne ut om spillmekanikken bidro til sosial inkludering og trygg læring. Foreløpig kan surveysvarene tyde på det. En annen tilbakemelding som har merket seg ut er at studentene er opptatt av bærekraftig bruk av KI i utvikling av spill.

Calzada-Prado, J., & Marzal, M. Á. (2013). Incorporating Data Literacy into Information Literacy Programs: Core Competencies and Contents. *Libri*, 63(2), 123-134.

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SLATE. (2024). Delta i Data! - The game package. Center for the Science of Learning and Technology (SLATE). University of Bergen.

Hysing, M., Petrie, K. J., Bøe, T., Lønning, K. J. & Sivertsen, B. (2020). Only the Lonely: A Study of Loneliness Among University Students in Norway. E2781.

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Occupational health in 360 degrees videos

Moen, B., Ims, F., Holm Høisæter, T., Irgens-Hansen, K., William, V., & Møllerlækken, O. J.

Occupational health is an important scientific area in medicine. More than half of the world's population work. Understanding how workplace environments contribute to health risks is essential for preventing occupational diseases and injuries in a sustainable way. Medical students need to learn about workplace exposures and how these can contribute to different adverse health

outcomes. With limited resources available, organizing workplace visits for students is challenging. Videos might be of help in this situation, but literature is scarce on the topic.

Research questions: Can 360-degree videos be used to teach students about risk factors for health at workplaces?

Method: Recording of 3 workplaces using a 360-degree camera has been performed. The videos are stored on a YouTube address, easily accessible for students. In September, medical students will be asked to answer scientific quizzes about the workplace, after watching the videos. Both VR-glasses and laptops will be used when looking at the videos. All students will be asked to evaluate the video experience afterwards, by answering a questionnaire.

Results: Will be available at the UiB Læringskonferanse (education conference), October 2025.

The study aim to develop sustainable learning elements in occupational health for students, and aim also to inspire teachers in related fields, like environmental issues.

The results will be presented as a poster, showing results. The videos will be displayed on a screen.

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Zolkwer MB, Hidalgo R, Singer BF. Making educational videos more engaging and enjoyable for all ages: an exploratory study on the influence of embedded questions. *Int J Lifelong Edu* 2203; 42: 283–97 <https://doi.org/10.1080/02601370.2023.2196449>

Beyond Belaying - How Women Climbed into Norwegian Mountain History: A historical study of how Norwegian women strived towards self-reliance as mountain climbers in the postwar period.

Krane, F.

My thesis will focus on the environmental history of mountaineering and climbing in Norway during the twentieth century and seeks to answer whether a distinctly female nature experience can be identified in our close past. This thesis, which lies at the intersection of gender and environmental history, will explore how gender has played a central role in the history of Norwegian Friluftsliv, with a particular focus on smaller mountaineering and climbing communities. By looking into the gendered aspects of this history I will examine the cultural, political and technical barriers that shaped women's experiences of mountaineering and climbing, contribute to our understanding of women's experiences in Norwegian outdoors sport, and analyse the extent to which this female experience contested the notions of an egalitarian Norwegian society, roughly throughout the period 1960-1999.

Wine grapes in Norwegian agriculture: an exploratory study of Norway's potential for wine grape cultivation

Sikorska, K.

The theme of my master thesis project is exploring how global warming makes it possible to introduce new crops to Norwegian agriculture, which again is a way of adaptation to climate change. Cultivation of wine grapes is now possible in Norway due to increasing temperatures and longer growth seasons. Regions such as around the Sognefjord and South-Eastern Norway have the biggest production of wine grapes and Norwegian wine today, and in my study I am exploring the future potential for suitable wine grape regions in Norway, along with different climate scenarios. I am doing this project with NIBIO´s department for horticulture, located in Ullensvang. This master´s project will be the first geographic study on the topic of wine grape cultivation in Norway.

Workshop 2, 12:45-13:30, Storsalen

Mapping a department's identity and discussing implications on teaching and learning

Daae, K., Glessmer, M., Aarø, B., Dietrich, L., Eldevik, T., Enger, S.K., Kulan, N., Sodemann, H., Steckling, J., & de Vareilles, M.

What might appear a small change from the outside – changing a study program from a traditional “Master of Science” to adding the title “Sivilingeniør” to the degree – can have a big impact. For the students, the new title might seem desirable for future career prospects. For teachers and staff, it might come with concerns of changes to the institute’s identity, where historically everybody was studying towards, and then holding, science degrees. Will it change which students apply for our program? How would it be to possibly work with a different student population that might have other backgrounds, motives, interests?

12:45-13:30, Søndre Allmenning 1

Making sustainability learning visible: A photovoice assignment

Harlap, Y., & Enberg, K.

Although visual methods generate and capture ideas that are different from text or talk alone (Wass et al. 2020), they have been little used in higher education research or instruction (Ciolan & Manasia 2017; Moss & Pini 2016). In this paper, we share what we gleaned about students’ sustainability learning through a culminating assignment designed to make sustainability learning visible (Bernstein 2008) in a unique learning environment: the interdisciplinary summer course at sea, SDG200: Ocean-Climate-Society. For four months in 2022, 86 undergraduates served as sailing crew on a large sailship from Valparaiso to Palau while studying sustainability – with a focus on sustainability development goals 14 Life below water, 13 Climate action, and 17 Partnerships for achieving the goals (Eid, Aanerud & Enberg 2023). Students documented, reflected on and shared their learning

about sustainability through a photovoice-inspired assignment. Photovoice was originally developed as a method for community-based participatory action research, in which participants – typically from marginalized groups whose voices are rarely heard in policy-making processes – capture an aspect of their daily life or environment using photography and engage in dialogue about their selected images (Wang & Burris 1997). We will share findings from a visual and thematic analysis of photographs and written texts by the students about their sustainability learning. We will also engage the audience in exploring potential and limitations of using visual media and photography as an approach for (a) sustainability learning (b) student reflection and metacognitive learning, and (c) research method in the Scholarship of Teaching and Learning.

12:45-13:30, Nordre Allmenning 3

Sustainable Language Education Through Multimodality, DEI, and AI Integration

Al-Kadi, A., & Rød, A.

Sustainable language education responds to evolving social, cultural, and technological landscapes, aiming to create inclusive and enduring learning environments. Building on insights from the UiB Learning Conference 2024 and contributions of the POTENT research group in the Department of Foreign Languages, this paper proposes a multimodal framework for integrating DEI and AI into sustainable language education in the context of English as a non-native language. It touches on how AI-powered multimodal learning through texts, audio, images, video, and interactive simulations supports more active learner engagement in language learning. This approach fosters diversity, equity, and inclusivity (DEI) by supporting students with varied linguistic backgrounds, learning abilities, and needs. It enhances participation and reduces dropout rates—key indicators of educational sustainability. For educators, AI helps identify learning gaps, ensures equitable access to resources, and enhances teaching in different settings. For these benefits to be sustainable, educational systems need to address the challenges of digital inequity, ethical data use, bias, and resource allocation constraints. Addressing these challenges may require curricular reform, inclusive teaching practices, and robust student support services to create research-informed, AI-integrated language learning opportunities both inside and outside the classroom. Strategic policies are essential to fully harness the potential of AI and multimodality in ways that align with sustainable development goals.

Keywords: AI, Diversity, Digital Equity, Inclusivity, Multimodal Pedagogy, Sustainability

So, what do we need students for? Writerly pedagogies in the age of AI

Gray, R., & Russell, M.

The emergence of ChatGPT and other forms of artificial intelligence (AI) has posed considerable challenges to traditional models of teaching and assessment in Norway and around the world. This has led many educators to doubt the authenticity of their students' assessments and the sustainability of current assessment practices. It has also prompted many administrators to move backward into former ways of operating. This paper presentation will make a case for moving forward

into new ways of thinking about the role of students in a new reality where emerging technologies produce what we have traditionally expected from students.

We will argue that the writerly framework for teaching and learning (Gray, 2022; Gray, 2024) offers a new and more sustainable way of conceptualizing and focusing on what higher education is actually for. Based on the work of Roland Barthes (1974; 1971), the writerly framework provides a robust intentionality to strategies like active learning and student engagement, pushing beyond traditional, student-passive (or readerly) teaching and learning approaches towards something more participatory and purposeful. This paper will explore how the writerly opens up new ways of thinking about teaching and learning and present ongoing research on the application of the writerly framework.

References

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13:45-14:30, Søndre Allmenning 1

Geeky Story? Effect of Real-Life Context in Assessment on Gender Gaps in CS1

Popov, A., Grellscheid, D., & van der Kloet, M.

In fields such as STEM and language studies, educators often design assignments that incorporate real-life scenarios. This practice mixes up 2 different components of textual cues in assessment design:

The subject-specific concept, a particular skill being assessed, and the real-life context or “embedding” used to frame the task.

Using real-life contexts can enhance student engagement and help develop problem-solving skills [3, 6]. However, the choice of context may also carry unintended social or cultural biases.

This issue becomes particularly relevant in Computer Science, a field that is still widely perceived as “boyish” or “geekish” [2]. Research shows that such carelessly chosen topics can affect students’ performance and well-being - especially among women - through social-psychological mechanisms like stereotype threat and sense of belonging [1, 5]. Although some scholars question how significant these effects are [4], they remain important to investigate in real educational settings.

We will present insights from a study conducted in UiB's largest bachelor-level course, INF100. Our research explores how different groups of students respond to the same assignments, depending on the embedding story in the exam question. We'll invite participants to engage in a short interactive activity, as well as share some results from surveys and exam experiments.

The aim of our presentation is to open a discussion about:

how our choice of embedding story in assessment design can influence different student groups,

how social-psychological factors may contribute to performance gaps, and

how we, as educators, can design more inclusive and effective assignments.

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Tverrprofesjonelle studentgrupper på tvers av landegrenser utdannes til endringsagenter for store samfunnsutfordringer

Hustoft, M., Stensletten Eik, H., Johannessen, A., & Agdesteen, G.

TVEPS (Senter for tverrprofesjonell samarbeidslæring) har i år utdannet studenter til å bli endringsagenter for store samfunnsutfordringer gjennom et blandet intensivt program (BIP). BIP-en er laget i et NordPlus prosjekt med samarbeidspartnere fra Danmark, Sverige og Norge. Formålet var at studenter på tvers av studieretninger og land samarbeidet om ville problemer (wicked problems) som samfunnet står ovenfor, i en workshop sammen med representanter fra kommuner og utdanningsinstitusjoner.

Å utforske ville problemer fra virkeligheten uten en enkel fasitløsning kan gi studenter, kommuner og akademisk ansatte mulighet for å skape sosial, miljømessig og økonomisk verdi, samt bidra til å møte FNs bærekraftsmål og sikre etiske og forsvarlige helsetjenester. Workshopen var todelt med en online uke og en ukes challenge workshop ved Chalmers tekniska högskola. Studentene ble introdusert til store samfunnsutfordringer fra Øygarden, Kolding og Aarhus kommune. Studentenes oppgave var å utforske ville problemer i tverrprofesjonelle team med studenter fra helse og ingeniørfag gjennom en innovasjonsprosess, hvor studentene identifiserte bærekraftige mulighetsrom og hypoteser som senere kan undersøkes, utvikles og implementeres i samarbeid med kommunene. Under challenge workshopen var studentteamene i tett dialog med kommunerepresentanter, eksperter på kommuneøkonomi og fasilitatorer fra utdanningsinstitusjonene.

Utdanningsinstitusjonene fikk stort utbytte av tverrprofesjonell, tverretattlig og nordisk undervisningsform. Studentene fikk verdifull innsikt gjennom refleksjon og tett samarbeid, og kom frem til innovative perspektiver og mer sammensatte mulighetsrom og hypoteser knyttet til presenterte samfunnsutfordringer. Disse kan videreutvikles og implementeres til beste for de deltakende kommunene som fikk nyttige innspill med potensiell stor samfunnsnytte.

13:45-14:30, Søndre Almenning 2

Promoting Sustainability by Improving Geoscience Teaching using a Simple Feedback Tool

Tungland, S., Kaja, F. R., Keers, H., & Blumenschein, D.

There is a strong link between sustainability and the geosciences. Therefore, improving geoscience teaching promotes sustainability. One way in which geoscience teaching can be improved is by having students evaluate courses in a formative rather than summative manner. We present a new method of formative student feedback that can be done regularly (e.g. weekly) throughout the semester and is simple to implement. This new feedback system gives the lecturer insight in students' perception of the course, improves communication between students and teacher and makes it possible to adjust the teaching during the semester. The method has been developed and implemented by students at numerous courses of UiB's Department of Geoscience. The feedback system as implemented consists of two questions about the teaching. The questions can, for example, be about the learning outcome and preparation for the class. Students answer these questions using smiley faces and can add comments. At the Læringskonferanse we give the audience the opportunity to see how this system works in practice. This consists of two steps: 1. After a presentation on the tool, that includes background information and a description of its use at the Department of Geoscience, the audience can evaluate this presentation using their phone, 2. The results of this survey is then be presented and discussed (including Q&A). We believe that this practical tool can be useful for many other courses, both in sustainability and beyond. Therefore, we will also explain how it can be implemented and used in other courses.

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How can we Systematically Encourage and Support Educators to Improve Their Canvas Pages?

Rysaeva, A. & Barendregt, R.

Canvas is widely used across Norwegian higher education institutions and is often the mandated Learning Management System. Our experience working directly with educators indicates that they often do not prioritise optimising their Canvas pages. Yet, good structure and design is known to reduce cognitive load (Prineabu, 2017) for students, which is especially relevant in today's context of digital overload.

Our study investigates how educators can systematically be supported and motivated to improve the structure and usability of their Canvas pages, through a Design-Based Research approach (Barab & Squire, 2004). This involved: (1) semi-structured interviews with a focus group (n5) of pedagogically experienced educators to map how they plan and structure their Canvas courses, (2) designing a three-level improvement guide with a complementary workshop, and (3) piloting this setup in a workshop where participants (n7) provided feedback through discussions and short questionnaires.

The study resulted in a step-by-step guide and workshop tailored to different skill levels, aimed at helping educators make their course pages more structured and pedagogically effective for students. Preliminary feedback from the pilot confirms the relevance of the content. As a next step, we are exploring how this setup can be integrated in the university pedagogy programme to assess its potential for broader uptake.

The target audience includes both institutional decision makers on pedagogical practice, as well as educators who design and manage course pages. Participants will actively be engaged through a game-like activity that contrasts different course page designs and demonstrates how structure impacts user experience.

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13:45-14:30, Nordre Almenning 3

Intercultural interaction in multicultural classes

Koch, S.

The paper aims at presenting a recent reform at the law school that allows domestic students and exchange students to interact in joint multicultural classes. The course design facilitates active learning in form of intercultural cooperation in preparing, designing and conducting an comparative analysis in form of a podcast recording supplemented by a short paper in which the students reflect on their learning experience.

Pasientsentrert kommunikasjon ved sensitive konsultasjoner

– læringsutbytte og affektive reaksjoner ved bruk av VR-teknologi versus flatskjerm i undervisning av medisinstudenter

Bondevik, G. T., Visted, E., Stige, S. H., & Kvernenes, M.

Bakgrunn

Det er økende bruk av VR-teknologi i klinisk undervisning. Likevel er det begrenset kunnskap om læringsutbyttet sammenlignet med andre pedagogiske virkemidler. Dette gjelder særlig VRs potensielle effekt på læring av mer komplekse mellommenneskelige ferdigheter, som pasientsentrert kommunikasjon ved gynekologiske undersøkelser (GU).

Metode

Medisinstudenter ved UiB som deltar på et fire dagers kurs i klinisk kommunikasjon i november 2025 vil bli invitert til å delta i studien - og delt inn i 12 grupper à 8 studenter:

- Tre grupper ser en film på flatskjerm der en kvinne forteller om sine erfaringer med kommunikasjon under en GU.
- Tre grupper ser den samme filmen i 360°-format med VR-briller.
- Tre grupper ser en film på flatskjerm som viser en GU filmet fra kvinnens perspektiv.
- Tre grupper ser den samme filmen i 360°-format med VR-briller.

Studentene skal deretter skrive hva de lærte av undervisningen, og fylle ut spørreskjemaet PANAS, som måler studentenes følelser – og dermed engasjement i læringsaktiviteten. Data vil bli analysert ved både kvalitative og kvantitative metoder.

Forskningsspørsmål

1. Hva er medisinstudenters selvrapporterte læringsutbytte etter undervisningen om pasientsentrert kommunikasjon ved GU?
2. På hvilke måter bidrar de ulike undervisningsmetodene i pasientsentrert kommunikasjon ved GU til læringen studentene rapporterer?
3. Hvilke affektive reaksjoner rapporterer studentene umiddelbart etter undervisningen i pasientsentrert kommunikasjon ved GU, og er det forskjeller relatert til undervisningsmetode?
4. Har bruk av VR en merverdi - sammenlignet med standard video – når det gjelder læring av komplekse mellommenneskelige ferdigheter, som evnen til empati i pasientsentrert kommunikasjon ved GU?

Resultater

Økt opplevelse av tilstedeværelse og muligheten til å få realistiske erfaringer med kliniske situasjoner der man kan øve uten risiko, kan forklare hvordan VR kan bidra til bærekraftig læring.

Referanser

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