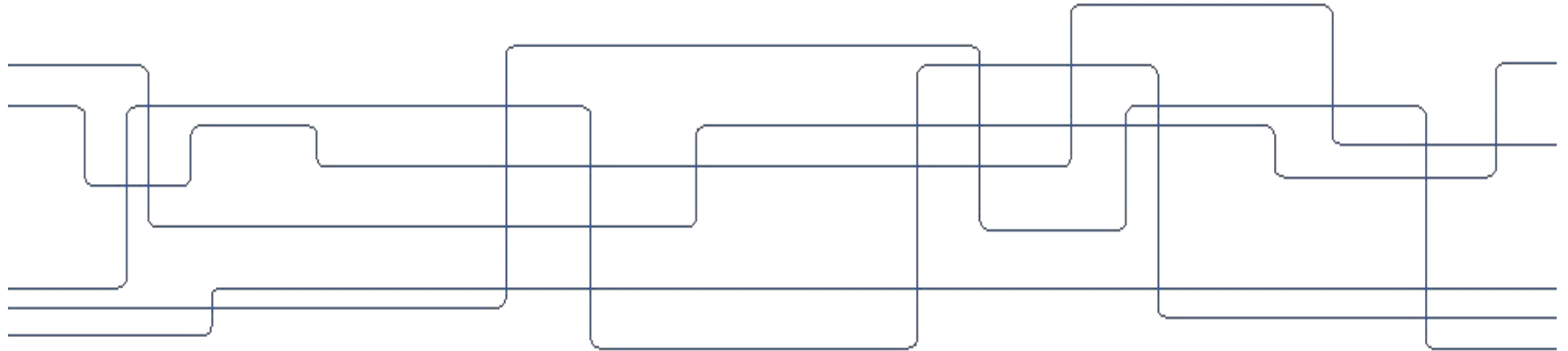




Summaries of today's discussions

Storträffen Meetup 26 May 2023

All discussion leaders in numerical order





1 Demo of ChatGPT - Peter Sillén

A few examples from use in teaching and work to discuss with focus on opportunities and weaknesses in using ChatGPT for work / education / learning. References for further reading will be shared. The purpose is to demo how to get started easily.



2. How can students be allowed to use generative AI in their tasks? - Magnus

Andersson, Emma Riese, Niclas Hjelm

Student use of generative AI can either increase or decrease their own learning. We will discuss responsible use of generative AI during the learning process and how to communicate this to our students.



3. Promoting learning and preventing cheating with generative AI-tools - Camilla Björn & Viggo Kann

- Using generative AI can be a **relevant ILO** in some **courses**
- Generative AI require a slightly **different skillset**
 - The students needs to be good at **critically assess** the generated information & **asking** for the **right information**
 - We can't blindly rely on the results!
- **Clarity** on **how to use** the tools is crucial
 - How can the tools enhance learning without leading to cheating?

Keep discussing how and when to use AI in your courses!
There are many good examples among us!



4. Generative AI for teachers - how can teachers use and benefit from AI tools? -

Fredrik Enoksson, Johan Karlander, Elizabeth Keller

What is the potential use of all the new AI tools for you as a teacher? We will discuss the potential use of generative AI and how it can work to your benefit. Hopefully we will also have time to discuss how our working days might change due to this technology.



5. Information literacy and academic writing in the time of AI - Miritt Zisser, Magdalena Svanberg, Ida Pinho

AI tools in academic writing, information searching, and referencing offer benefits, but a critical approach is crucial to avoid over-reliance, limited perspectives, and detachment from critical evaluation.

During this session we will use some cases that we've experienced in our individual consultations in information searching and academic writing as a starting point for discussions.



6. Demo of integration of wicked problems

Anders Rosén, Ute Besenecker, Gustav Henter, Jeevan Jayasuriya, Héléne Hermansson-Järvenpää, Lena Gumaelius, Charlotta Delin, Anne Peters

Challenges that our students face in their private lives and future professional lives, for example the climate crisis and related societal and industrial transformations, can be described as ‘wicked problems’. How could we support our students in this reality of wicked problems? This session provides some examples and enables sharing and discussion of experiences, ideas, and questions.



7. Demo: Förhandstitt på nya schemaunderlagsformuläret - Rosalba Rico

TE Preferences | KTH_test All Forms

All forms / Visning Storträffen ... / SD2125-1 (HT23), Sig...

SD2125-1 (HT23), Signaler och mekaniska system Draft saved

Start

All activities

Review

		<input type="checkbox"/> Vecka*	Aktivitet*	Examinationsmodul	Längd (h)*	Grupper	Parallella grupper	Lärare	Lokal	Egen sal	Kommentar i schemat	Kommentar till schemaläggare
1	≡	<input type="checkbox"/> Vecka 44 / 2024	Föreläsning		02	1	1		Hörsal	<input type="checkbox"/>		
2	≡	<input type="checkbox"/> Vecka 45 / 2024			02	1	1			<input checked="" type="checkbox"/>		Hugin och Munin
3	≡	<input type="checkbox"/> Vecka 45 / 2024			02	1	1			<input checked="" type="checkbox"/>		Hugin och Munin

En förhandsvisning av det nya formuläret för schemaunderlag som lanseras i december.

8. Demo: Active student-centered learning with physical artifacts, examples from sustainable development - Björn Hedin





9. Demo: Programrum i Canvas - Martin

Löfgren, Hanna Andrén Lang

I höst ersätts programwebben av programrum i Canvas.

Här visas den mall som arbetats fram, diskuteras vilken typ av information som ska ligga på Studentwebben och i programrummen samt ges lite teknisk info om hur studenter får tillgång till programrummen.



10. Demo: Use Canvas new quizzes to create tests - Linda Kann, Anna Land

A demo session on Canvas New Quizzes.

Discover how it can enhance your assessments with interactive and dynamic question types.



11. Demo: Ministudio och Maxistudio -

Zlatko Mitrovic, Marcus Lithander, Håkan Westlund, Yisak Abraham

Video

Undervisar du på KTH och vill komma igång med att spela in och publicera undervisningsvideor? Kom gärna och titta på vår live-demo av Mini- och Maxistudio, två lättanvända studiokoncept med flera visuella möjligheter.



12. Workshop med förvaltningsjuristerna: Hur gör man en anmälan vid misstanke om disciplinär förseelse? - Maria Palma-Hakim, Helin

Aldur

Vissa kan uppleva svårigheter med att upprätta en anmälan om misstänkt disciplinär förseelse.

Vi kommer att visa och diskutera anmälningsprocessen, anmälningsblanketten och hur man kan få stöd under processen. Vi vill gärna höra era förslag till förbättringar och andra synpunkter.



13. Workshop: Experience a walking seminar - Linda Kann



Discuss how you could implement walking seminars in your course while enjoying fresh air and a relaxed atmosphere.



14. Hear about a project related to integrated lifelong learning - Magnus

Helgesson, Malin Wennerholm, Eva Liedholm Johnson,
Stefan Peterson

Lifelong learning, creating new opportunities in education and practice.

How we package the lifelong learning is essential both in terms of content, structure and benefit.

How do we create a lifelong learning concept, where we can meet new challenges in society's development?



15. Hear about a project on the integration of experimental environments physically and remotely to work on wicked problems

- Martin Grimheden, Magnus Wiktorsson, Björn Laumert, Arnold Pears

We want to integrate existing prototyping facilities, maker spaces, student labs and student extracurricular projects and activities currently “owned” by our four departments into a joint facility that can benefit all of KTH. We have a model to make this sustainable and would like to welcome more departments.



16. Hur får vi studenterna att ta kommandot över sitt lärande? (Projekt inom Framtidens utbildning) -

Sara Naumann, Katarina Ståhl Kaltea

Vi upplever att ett ökande antal studenter är dåligt förberedda inför KTH-studierna. Det gäller både förkunskaper (matematik, kemi, svenska) och studiestrategier/studieteknik. I projektet vill vi försöka ta reda på vad vi kan göra för att få studenterna att ta kommandot över sitt eget lärande så tidigt som möjligt.



17. Hear about projects related to the 3-year engineering programs - Gabriel

Montgomery, Mats Nilsson

Throughput on multiple HING program drops. In Södertälje, we do not fill the programs.

We have succeeded with the broadened recruitment but not with the broadened participation.

We want to start over and have an idea for it that we would like to talk to you about.

The plan is to do a SWOT on our idea together.



18. Hear about a project on flexible recorded material for active learning in physics

Anna Burvall, Marina Zelenina

Inga filmer före

Alla filmer före

På campus som förut

På campus allt nytt



Något däremellan
Flexibelt filmat material

- Filmat material
- Aktiviteter på campus
- Samspelet däremellan

Covid-material: ersätta föreläsningar



19. Discussions on student-centered learning in physical experimental environments, how does it work at KTH? (ALC, PBL) - Charlotte Hurdelbrink, Marika Strömberg

How do you assess the success of student-centered learning, and what indicators or measurement methods are used to evaluate students' performance and learning in this context? Based on spatial activity diagrams, we analyze together which types of active student-centered learning are most frequent at KTH.



20. Hur kan vi öka examination i datorsal - utmaningar gällande samarbete och planering

- Anna Jerbrant

Vi analyserar tillsammans KTH:s utmaningar med digital examination i datorsal på kort och lång sikt.

Vilka lösningar för att främja samarbete och effektiv planering behövs för att digital examination i datorsal ska nå sin fulla potential?

Ta del av inspirerande diskussioner och dela idéer med olika experter och deltagare.



21. När LEQ brister - alternativa metoder för att lyssna in studentåsikter - Maja Rosén, Eric Forsell, Mats Nilsson

Enkäter för kursvärdering har länge haft en låg svarsfrekvens på KTH men intresset för återkoppling på kursen finns ändå.

Hur kan vi göra för att få höra studenternas åsikter om kursens innehåll och upplägg?

Vad finns det för metoder?



22. En levande mottagning av nyantagna -

Filippa Larsson, Joakim Jaldén

Mottagningen är för många nyantagna en viktig tid för att hitta en gemenskap i en främmande kontext, samt för studenter att bygga samhörighet och personlig utveckling.

Hur kan vi arbeta långsiktigt för att bevara de stora fördelarna med mottagningen, samtidigt som vi kontinuerligt utvecklar och finner utrymme för nya kreativa idéer?



23. Students' study habits and study techniques - how can we support good habits? - Ninni Carlsund, Emma Riese

How do students today study?

What type of activities should we schedule?

Should there be more videos and quizzes?

More reading and reflection exercises?

More practical exercises?

Different things for different students?



24. Assessment of prior learning -

Monika Lundell

As a teacher or program director you may one day be asked to assess a student's prior learning, independently of where the learning took place: at school, at work, as a leisure activity - with or without written proof. How do you decide whether the student has learnt enough to be awarded academic credits without taking the corresponding KTH course?

Are there some legal issues you should be aware of?

How do other faculty do it?



25. Nyttan och ömsesidigt utbyte genom samverkan med omgivande samhället: en utmaning för KTH - Per Fagrell

Hur kan omvärlden involveras mer i utbildningarna och deras utveckling? Hur kan KTH arbeta mer strukturerat och systematiskt kring detta? T ex genom olika typer av rådgivande grupperingar, personutbyten, studiebesök, case, projektutmaningar, gästföreläsningar, mentorskap, exjobb mm.



26. Vad vet vi om vad som funkar hur i vidareutbildning för yrkesverksamma? Data och analys från de senaste tre åren -

Anders Johansson, Patrik Hilber

- Finns ett fortsatt informationsbehov (förutsättningar för lärare mm).
- Har du en lämplig kurs så ser det väldigt bra ut att sätta upp den som vidareutbildning.
- Behov - Utbud är en utmaning
- "Bara" 50% från KTH

Vad funkar: Kort kurs – Anpassad – Distans – Fri start/fart



27. Discuss the KTH strategy for broadened recruitment and broadened participation - Ebba Vobora, Anne Peters

What does widening recruitment and participation mean to KTH? What should our vision be?

Diversity in -> diversity out



28. How do we educate our students to prepare them in their role as leaders in a societal transformation towards sustainability and equality? - H el ene

Hermansson, Anders Ros en, Lena Gumaelius, Charlotta Delin, Anne Peters

KTH trains the leaders of the future. Not only should they be able to contribute to sustainable social development, but they should also be the driving force in this. What demands does this place on our education? What do we need to change?



29. What language skills should we require when hiring and promoting new faculty? -

Pelin Sahlén

According to the KTH language policy, we are obliged to provide an education that will equip the master of science in engineering students fluent both in Swedish and English within the profession they are being trained.

In this session, we will discuss means to keep this promise while also maintaining a diverse young faculty and strategies to help/promote the new faculty to ensure the success of the bilingual education.



30. What is good leadership and management for teachers' continuous competence development? - Martin Grimheden,

Anna-Karin Högfeldt

We discussed how a competence development plan could be used as a valuable tool for KTH, to push for pedagogical development, to empower individuals and groups. How do teachers and managers develop?

- Use GU example as a start for a version 2.0
 - Focus on group level the most
 - Map the needs in order to reach where to go
-
- Examples that are created from the development, are a sort of action research, should be shared and documentet



31. Crossing borders - Roundtable conversation with the keynote speaker Luigia Brandimarte and head of circus arts Alisan Funk

Engage in a thought-provoking conversation with the recipient of the prestigious 2022 KTH Pedagogical Prize, as she and her colleague share their innovative and cross-disciplinary teaching methods in basic and advanced engineering courses.
