

Course report spring 21 23 of 31 participants answered

| <p>One of the course goals was that you should feel more in control of your coming teaching session. To what degree has the course fulfilled that goal?</p> | <p>One of the course goals was that you should feel more in control of your coming teaching session. To what degree has the course fulfilled that goal?</p> | <p>What you think was the most relevant thing(s) you learned during the pair-wise observation?</p> |
|--|--|--|
| <p>To a high degree</p> | <p>To a high degree</p> | <p>The importance of smaller groups to guide a good discussion in a seminar</p> |
| <p>To a high degree</p> | <p>To a high degree</p> | <p>It's a good opportunity to learn from other's thoughts</p> |
| <p>To a high degree</p> | <p>To a high degree</p> | <p>Timing of the lecture-Using graphical tools to convey the lecture goals</p> |
| <p>To an OK level</p> | <p>To an OK level</p> | <p>The different views from other classmate and discipline</p> |
| <p>To a high degree</p> | <p>To a high degree</p> | <p>To adapt your set of pedagogic techniques to better suit your topic, session, and the audience</p> |
| <p>To a high degree</p> | <p>To a high degree</p> | <p>The creativity is allowed in teaching and forming seminars but in being that to be more explicit with expectations and your way of thinking and the purpose with your kind of seminar</p> |

| | | |
|-----------------------|-----------------------|--|
| To a very high degree | To a very high degree | The power of active, reflective listening and to put what the students are learning in to a real life perspective |
| To a high degree | To a high degree | That even though we were listening to the same lecture we noticed slightly different things because we perhaps had different interest in what to reflect upon. |
| To a high degree | To a high degree | Having some method to catch attentions in the beginning is really important. Engaging student with some activity from them is important for their alertness and learning. Good ways to set a climate for asking questions. |
| To a high degree | To a high degree | The value of a well-planned introduction |
| To a high degree | To a high degree | Observers can have different reflection on the same observing event. Somehow also reflect the situation for teaching. How to start a lecture (ask if questions have questions on previous courses, present the plan, remind everyone that they can ask questions anytime, etc) |
| To a high degree | To a high degree | |

To a high degree
To a high degree

To a high degree
To a high degree

To start my teaching ON TIME, not early, having breaks frequently to reset students' brains, summarising content frequently

To a high degree

To a high degree

Speak in a moderate pace and inform the audience why this lecture/seminar is important

To a high degree

To a high degree

The most valuable thing was the possibility of watching an experienced professor teaching and reflect on it.

To an OK level

To an OK level

To let the students answer their own questions by helping them break the concept down in smaller bits that they then can connect with the knowledge they have.

To a very high degree

To a very high degree

The effect of positive attitude whilst teaching.

To a high degree

To a high degree

which questions I should ask myself when preparing a lecture, to make sure that it would be good from the listener point of view

To a high degree

To a high degree

The importance of correct time management and inclusion of activities for student engagement

To a high degree
To a high degree

To a high degree
To a high degree

how to avoid uncomfortable silence during seminars, being positive reflects on the students

To an OK level

To an OK level

Different pros and cons to do in teaching, tricks to keep the engagement

| In your opinion, what was the most relevant thing(s) you learned during the whole course? | What could improve the course? | What will be your next pedagogic step? |
|---|--------------------------------|--|
|---|--------------------------------|--|

The importance of constantly reflecting upon your own teaching

Perhaps more teaching/discussion sessions

To take what I learnt during this course and implement it in my own teaching

this course helps me get deep understanding about teaching.

I would like to see how the teacher viewed other teacher's performance

How to react in a correct way in different phase of lecture to students comments and behavior

Having live lecture analysis by the lecturer would be helpful to combine all discussed ideas

I will teach a lab session for master students

Some teaching practice among the course will be nice. And maybe some discussing about different in teaching method from different cultures/disciplines

Respect the personality and study purpose of the student

Not decided yet

The reading materials were important to get an overview on the educational system within Sweden

Placing the different task and files at different parts of web platform was a bit confusing

Get into advance pedagogical training

How effective peer-learning is, I am so used to passively receiving information through lectures that i almost forgot the power of discussions

How the information on Studium is organized. I was very confused and frustrated trying to find the different discussions, assignments etc. Assume that some student have never encountered Studium before and just guide use through a few times

I will try out some of the tools and strategies I gained and also apply for the 5 week pedagogical course so I can get some theory

It is not about what you teach it is about what the students learn and ways to activate the students such as Slido

Tips about more tools such as Slido/Kahoot etc

Probably to hold seminars

To be reflective about other's ways of teaching and about myself.

I think the course was very good and I don't have any specific recommendations, I am afraid.

To practise the things I learned and gain more experience and perhaps consider doing a more advance course in the future.

Model for analysis.

To choose the points you want to bring up before the last seminar, because focus shifted from the person talking to finding your own 3 points.

Trying out Slido in a lecture/seminar.

Amount of information presented, tools to engage with audience

Less is more also works well in teaching.

It would be great to have more time for group discussion and learn more teaching experience from other attendances

Supervise a student

How to create a safe space for questions from students

More scenario analysis and maybe a debrief with everyone

Try to use all the good tips/ideas I got from this course into my next workshop as a tutor

| | | |
|---|---|---|
| <p>That there are many approaches to teaching - everyone teaches differently and every student learns differently. Keep an open mind :)</p> | <p>Going through some more specific 'this is how you could teach this' kind of things</p> | <p>Taking on more master's students, teaching some lectures and journal clubs</p> |
|---|---|---|

| | | |
|-----------------------------------|---|-----------------------------|
| <p>How to engage the students</p> | <p>Less people on the course for the overall discussion to be between all</p> | <p>Main teaching course</p> |
|-----------------------------------|---|-----------------------------|

| | | |
|--|---|--|
| <p>I think in general it was very good to put in perspective the teaching with the existent guidelines and that was enhanced with the group discussions. In particular I really enjoyed learning about new tools for online teaching</p> | <p>I think just in the beginning of the course it's a little bit hard for us to understand what is going to happen and what is expect for ut to do so I think it would be nice to have a few slides explaining the structure of the class days.</p> | <p>After two years of teaching as an amanuense in a lab course, I am having my last semester of teaching this autumn and possibly more students supervision would come before the end of my studies.</p> |
|--|---|--|

| | | |
|--|---|--|
| <p>That the focus do not have to be on you teaching but rather the students learning, so to use an interactive teaching style where students do much of the work and learn through discussion. There is not one correct way of teaching, one has to figure his/her own teaching style out. It is okay to practice.</p> | <p>I'm happy with the course as it is</p> <p>I think the course will be better when the zoom-time has passed.</p> | <p>to get out there an gain more teaching experience</p> <p>Teaching medical cases for medical students.</p> |
|--|---|--|

| | | |
|--|---|--|
| <p>How to handle / approach students</p> | <p>Putting some more focus on the rules that apply for you as a teacher when you give classes at UU</p> | <p>Continue teaching within academia</p> |
|--|---|--|

There are different ways to approach students and make them feel comfortable and sometimes it is OK to ask someone a direct question rather than waiting for a volunteer.

It's up to the student to participate so if I am doing my best and they are still not engaged it's not necessarily my problem & it's ok not to have all the answers

More discussion time with the entire group

Perhaps a post doctoral position

Trying the tools I learned in the upcoming teaching and maybe participating in the bigger course if I still feel uncomfortable with teaching

How to behave as a teacher from the point of view of respect to the students, how to interact with fellow teacher during the lesson, importance of preparatory material or information for the students

More structured discussion guidance

To try out the knowledge from the course in the next teaching

| | | | | | | |
|----------------------------|--|--|--|--|--|--|
| Additional comments | | | | | | |
|----------------------------|--|--|--|--|--|--|

Thank you for the nice and helpful course. I liked the course and the lecturer a lot.

Overall I give the course a solid A.

I don't really have any suggestions for improvement. I think the course nicely facilitated reflection about how to teach and offered several perspectives.

Thanks Ulf!

Ulf was a very involved.
friendly and good teacher!

The course was very nicely organised and Ulf was always there to help us with everything or guide the discussion!