Pedagogic portfolio

Elin Bommenel

A peek in to the “Toolbox for academic studies”
I would like to open my portfolio by inviting you in to the Toolbox for academic studies – a series of workshops developed by me, my students and my fellow colleagues. It all started in 2006, when I was a study advisor for a year. I had special responsibility for handling students who were suspected of cheating, and still remember the day our vice chancellor sighed over a particularly sad case of six students plagiarizing a thesis and making up interviews they had never done (see appendix 1 for some representative media coverage of the sad but spectacular case). He looked sternly at me and my head of department across the table of the board of discipline, and said “And how will you make sure this never happens at your department again?” We were offended. As if it were our fault! Slowly it dawned upon us, however, that it’s not all down to bad student material, but the management and the teachers need to assume responsibility too. The “Toolbox for academic studies” grew out of that realization; promoted and paid for by our head of department, attended by over 2,000 students and designed by me, the students and my fellow teaching colleagues.

The toolbox started as a 45-minute lecture on academic conduct. Upon meeting Jude Carroll a few years later, I realized the initial lecture could have been plagiarized from her book, A Handbook for Deterring Plagiarism in Higher Education (Carroll 2007), with the strong focus in how to do it right rather than how to do it wrong. It was not, however! We just arrived at the same conclusions. Giving the lecture to our, then, 800 students in groups of 40, together with the head of our student union, Tobias Pålsson, we rapidly realized, when reading their minute-papers, that all we created in 45 minutes was very scared students – frightened of getting seemingly complicated reference work wrong and being reported as cheaters (see appendix 2 for examples). Reflecting on this brought us to the conclusion that students needed to practice in order to feel secure, and for 2007 we developed the lecture in to a three-hour-obligatory-workshop directed at new students only (200/year) in batches of 50-80. By then, we were making good use of the exercises in Jude Carroll’s book, which has been part of the staple diet to our students ever since. Coaching the head of our student union in the art of lecturing and the art of planning and hosting a workshop was of great benefit to both: In order to coach him I came to master the whys and how’s myself, and besides the skills, he gained, and could pass on to his fellow students, much respect for the handicraft that student-focused teaching can be, which I believe made the department’s cooperation with the union more efficient.

Reflecting on the minute papers the following year brought us to the conclusion that correct reference work is a generic skill which belongs with other generic skills – skills that seemed very distant to about 1/3 of our students. We had not read Simon Barrie’s article “Understanding what we mean by the generic attributes of graduates” by then (Barrie 2006), and were unaware of how other universities struggled with defining what generic skills were relevant and how to motivate students on different levels of understanding to learn them. Many years later, in 2010, as I read Barrie, I came to define leadership over your own study process as a central generic skill to service management students, possible to grasp on many
levels. It was, and still is, my conviction that university should recruit and encourage those to whom academic habitus may be foreign, and built upon that conviction I sketched a desired content of workshops containing the generic skills of

- academic conduct
- reference work
- how to take apart and put together an academic text
- how to plan your study process
- how to read and memorize
- how to work in an inclusive manner in groups
- how group dynamics work
- curiosity as the fundament of equality
- respect for other’s needs as a fundament to equality

The workshops were given to all new recruits (about 250/year) under the names of 1) How to study for your next exam 2) How to make your group work and 3) Academic conduct. Our new head of student union assisted in the obligatory workshop on academic conduct.

The minute papers now showed mainly content and secure students, but very few students choose to attend the two non-obligatory workshops, even though they had been strategically placed 10 days before the first exam and at the beginning of the first graded group effort. The following year, in 2009, my director of studies and I therefore made all three workshops obligatory for the 250 beginners, and the students showed their appreciation in their minute papers for the practice and understandings they got during the workshops (see appendix 3 for typical examples). My director of studies and I were still not happy though, because many students failed to attend the workshops, and because they were obligatory, this meant they needed to compensate somehow, which meant massive administrative work. And to be honest: how much can you understand and learn about group dynamics, academic conduct and the importance of knowing and planning your study process when you write a make-up task alone at home? We took our concerns to the LU pedagogic conference and got good input from colleagues from other departments about the administrative side (Bommenel and Eskilsson 2009). After two years of struggling with extra workshops and make-up tasks a wonderful opportunity came along: I was offered to head the introductory course in 2010 and as course responsible I could make the Toolbox an integrated part of the aligned teaching and examination that supported the students’ learning processes in their first semester. The Toolbox’s original generic skills now expanded with the three new generic skills:

- becoming a competent information seeker
- becoming a competent leader of one’s own study process and
- learning to handle stress in a constructive way (see appendix 4 for the schedule and appendix 5 for the learning outcomes).

Today, in 2011 I work to make sure the skills from the Toolbox is used in courses to follow, which allows me to work strategically at my department. I also use my Toolbox experience at the CED, helping other teachers become better teachers. Also, I exchange experiences with other departments and universities who struggle to further the generic skills of their students. The Toolbox has, in short, become an artifact for meeting other teachers, managers and administrators with a strong focus on equal opportunities and generic skills.
My reflection on teaching and learning

Referring back to this peek in to the practice of the teacher’s workshop, I would now like to reflect upon the processes of teaching and learning. I first introduce some biographical facts about my teaching career and the understanding of the subject I teach; service management. I then explain why I think teaching and learning are important and challenging, discussing the convictions and fundaments upon which I have started to build my skills of teaching pedagogic development. The theoretical fundaments rest upon my view of the role of higher education in society, and are concerned with how researcher’s production of credibility and legitimacy may be a challenge to inclusive teaching, and how learning thresholds and conceptual change may in practice link students, teachers and subjects closely to one another in service management. I then move on to argue and exemplify why I think I may be what the pedagogic academy labels “an excellent teacher”. Finally, I share my visions for my continued building of pedagogic skills.

Elin’s biography and the Program of Service Management

1998-1999 I was a non-funded PhD-student at the department of History at Lund University (LU). Between 1999 and 2005 I did a Ph D (and took a year off on maternity leave) at the department of Technology and Social Change at Linköping University (LiU). My theses was on the history of science and technology, focusing the production of credibility and legitimacy in a medical experiment upon human beings; the Vipeholm caries cavity experiment. I have been a university teacher since 1998. As a PhD student I developed, managed and lectured on four courses in history at LU as well as the faculty of technology at LiU. I received my first pedagogical award from the LiU vice chancellor for one of the courses in 2003. Since 2003 I have been developing, managing and lecturing on a number of courses at the Department of Service Management at Campus Helsingborg, LU. The courses have focused diversity management, customer relationship management, strategic communication, health promoting leadership and the introduction to service management. In 2006 I was offered a full time position as a junior lecturer at the Department of Service Management, where I am an assistant professor today, and have received a pedagogic prize from LU in 2011. I did my first pedagogical course at the CED in 2007, and have followed the equivalent of 2+3+3+5+1=14 weeks of courses there. Since 2008 I also work part time as an educational developer there, giving courses, hosting workshops and having edited a book on the leadership of students.

In 2011, the Department of Service Management has about 1 400 students in four bachelor programs, and about 70 students in two masters programs. We are about 50 teachers, most with steady positions, and most of us between 40-50 years of age. Most of the teachers do research on the side, as we are allowed to use 20% of our time for developing our competence – though a few with large grants do mainly research and a few have opted to do only teaching. The aim of the programs is to professionalize the service sectors, e.g. tourism, retail, health and logistic, with co-workers, leaders and managers skilled in critical analysis. The programs started with strong support from the industries in 2000, and our students have been rapidly employed. The interdisciplinary department is only just starting to churn out the first PhDs of service studies (a discipline which did not exist at LU before 2005). Until they are employed as teachers and researchers, all staff originate from other disciplines; business administration, human geography and ethnology. I am the only historian employed, and have made use mainly of my original competence in ethics and health services. Like most of the present staff, I have had to develop my competence about service industries, customers, leadership and management since my arrival in 2003.
Why I think teaching and learning are important and challenging

We now move on to my convictions about the role of higher education in society and the special challenge that our way of building credibility and legitimacy poses to our teaching. I will also explain how I think learning thresholds link students, teachers and the subject very intimately in the subject of service management.

How the teacher, the student and the subject relate to society-at-large

I do believe higher education needs to hold a critical role in a democratic society – the role as part of the fourth power which allows students and teachers alike to critically examine those who make laws, interpret them and execute them (this is not a recent idea: see the original publication on Edmund Burke’s idea of the fourth power examining and balancing the three powers in society in de Tocqueville, 1833).

Conviction 1: Critical thinking needs to be central in teachers’ and students’ relation to any taught subject. Being critical develops the subject, and the generic skill of being critical.

However, critical thinking as a duty to society is not enough. I also believe the critical role of higher education should be to help individuals make journeys in to new cultural and social worlds; to become cultural, social and maybe in the end economical class travelers. In order to do so, university must seek to challenge rather than reproduce the norms that alienates children of non-academics from higher education (see Jan O. Jonsson, 1988, for social research in to reproduction and social stratification in higher education). Much of the knowledge of how to do a critical analysis and acceptable problem-solving is tacit knowledge, which is hard to decode for those who do not have the know-how (see Polanyi 1966 for the concept of tacit knowledge). Critical analysis and problem-solving are keys to academic habitus; the taste and know-how we acquire as we are socialized in to the academic culture (see Bourdieu, 1990, for the link between habitus and social reproduction). For individuals to be able to criticize the habitus and for anyone to be able to use higher education as a means of social travelling, the tacit knowledge needs to be codified in to explicit knowledge which can be scrutinized, communicated to and conquered by children of non-academic backgrounds. If this can be done, they may find it easier, and less intimidating, to enter the community of practice of critical academic analyzers and problem solvers. As Etienne Wenger has explained, conquering the knowledge of a community of practice that you desire to enter, means imitating the ways of knowing within that community. Conquering and creating knowledge can be an identity-forming activity, which I believe is one of the reasons why students often feel vulnerable in this process (see Wenger 1998 for the process of shaping knowledge and identity in communities of practice).

Conviction 2: The relationship of teachers and students to any taught subject should revolve around the fact that the subject has the power to affect them both in an identity-shaping way, opening doors to new conceptual worlds.

The second conviction is the driving force behind much of my pedagogic and educational curiosity, which has driven me to develop the Toolbox of academic studies. The Toolbox is meant to codify much of the tacit knowledge central to the Programs of Service Management, and make it possible to grasp, scrutinize, develop and master for students from all backgrounds.
Credibility and legitimacy – a question of making the invisible visible

In my research in to medical experimentation upon human beings I have come see the creation of credibility and legitimacy as a central process to the creation of knowledge and the creation of identity and common understandings. Using Bruno Latour and the research following in (and challenging) his footsteps I have come to see how central everyday practice in small groups that engage in problem-solving (which is how scientists often see their activities) is to the creation of values, norms and what others act upon as “facts” (see Latour 1983 for a short introduction). Using Etienne Wenger I came to see the production of not only facts (knowledge) but also of identity as central to what happens when small groups of people do something formative together, like trying to solve a problem (see Wenger 1998). Using Michael Polanyi I came to see that much of the knowledge within a community of practice, and the values and norms embedded in the knowledge, is tacit knowledge – knowledge that is often invisible to those who are not part of the community of practice, and more often than not consists more of fingertip feeling (Polanyi 1966/83). Using Pierre Bourdieu I came to understand that an elite community of practice, like academic writers, benefit from the tacit norms for behavior, such as the knowledge how to express yourself, being tacit in order not to grant access and thus identity to outsiders easily. Bourdieu’s habitus is socially reproduced as individuals aspire to enter the elite, and begin decoding and imitating the tastes, habits and mentalities within that elite (Bourdieu 1990). Keeping knowledge tacit is an important way of upholding professional boundaries, and without strong boundaries to demarcate what is professional and what is not, our profession has no legitimacy. Tearing down the boundaries of tacit knowledge would imply having to find new ways to create legitimacy for our profession, if you ask Thomas Gieryn who has studied boundary work in academia over the centuries (Gieryn 1999).

The fundament my teaching practice is based upon is, that the difficulties we teachers have in explaining just what is expected of students in order to be accepted as peers, are based on the fact that the knowledge is tacit and more often than not invisible even to ourselves; this is the only way we know to safeguard the professional norms and values against hijacking by unworthy outsiders to our community of practice (e.g. journalists, fiction writers, financial interests, politicians, unprofessional researchers or poor students). In order to be able to show the student how to become a worthy critical reader or problem-solver, we need to, using Polanyi’s vocabulary, codify the tacit knowledge in to explicit knowledge, which – much like Polanyi’s example of riding a bicycle – is darn hard and deemed to failure unless the manuscript is accompanied by competent teaching capabilities which motivates the student to practice, fail, learn and try again until he or she masters the balancing art of making a bicycle move forward. One reason why David Kolb’s different learning styles include concrete experience and active experimentation are is because this is the only way to grasp tacit knowledge and fingertip feeling (see Kolb 1984 for his book on experiential learning).

Learning thresholds that bind together student, teacher and subject

A common learning threshold in our customer-oriented management- and leadership -education is one voyage from A to B, A being the misconception that being focused on another person’s needs simply means the other person is always right and B being the conception that focusing on another person’s needs means you try to find out how you can help themselves in satisfying them. According to Meyer and Land a learning threshold is a “portal, opening up a new and previously inaccessible way of thinking about something. It represents a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress.” (Meyer & Land 2003:412). We have many other
thresholds, but in my teaching which besides the scholarship of learning is focused on ethical fundamentals to leadership, diversity management, health promoting leadership and customer relationship management, this is the threshold I have engaged the most with. Consequences of the misunderstanding may e.g. be the belief that customer oriented service means the customer is always right and all the service provider have to do is fulfill his or her every demand, whereas it really means that if you can encourage the customer to communicate his changing needs, and respect the customer’s autonomy in readying yourself to help him/her in satisfying the need, you may be able to build a lasting relationship with the customer where value is produced for both parts – not only monetary value but sustainable value which results in well-being for both parts: you enjoy your work more and the customer’s life becomes easier.

The external efficiency, i.e. the experience of the customer that the service process is effective according to his or her needs may, in an organization which is skilled at building customer/user relationships over time, correspond with internal efficiency, i.e. when the staff feels the service process is effective according to their needs. In the long run this means that the staff and the customers come to view their needs as similar (for an introduction in to these service management concepts, see Grönroos 2008). An example of this would be an organization providing health care to individuals in a spa. If the customer is met by staff who themselves feel relaxed and satisfied in their work situation the customer will pick up on this and feel relaxed and satisfied during his or her visit. If the staff are stressed, lack motivation and need to cut corners in order to meet a busy schedule they may end up being internally effective, and may even make more money in the short run in order to a faster customer turn-over, but will be unable to build lasting relationships because the customer clearly senses the lack of commitment, probably terming it as lack of customer-orientation. The conclusion then is, that you need to focus on your staffs’ (changing) needs as intently as your customers (changing) needs in order to be able to build the relationships that in the end makes your organization profitable or successful in other ways.

It is hard for students to grasp and try to practice the realization that having a customer-oriented focus means being receptive to another person’s needs, and in order focus on them in a sustainable way you must try to find out how you can help the customer in satisfying his/her own needs. This process is called the co-production of value. To help my students grasp the ethical fundamentals of the co-production of value I have had to take them on a voyage via Immanuel Kant’s imperative on not treating other persons as means to your own goals but rather as goals in their own right, further on to Emmanuel Levinas practice of responding openly to the appeal of another person’s face before you judge their being, on to modern leadership researchers like Freddy Hällsten, who show how an openness to the customer’s needs does not reduce him to a means for us making money but rather his communicated needs are a possibility for us to build a relationship with him or her which may create sustainable value in more ways than monetary ways (Kant 1920, Levinas 1998 and Hällsten & Tengblad 2006). The art of being open to other persons’ appeal, according to the previously mentioned correspondence between internal and external efficiency, means the openness is not reduced to customer-meetings only but involve all persons in the organization. It is hard for students to grasp that, in interacting with co-workers as well as customers, you neither lack of strength nor behave like a doormat (which is implied in “the customer is always right”) because you focus on trying to help them fulfill their needs, and if your organization is oriented towards this kind of leadership it will not cost you anything to shift the focus from A to B.
An example of helping students over learning thresholds
Taking students over this threshold is not done in a day, nor is it done in a single course, it takes years to mature as it involves a shift of focus from your own behavior to that of others’ needs, and our program slowly leads the student in this direction. I try to lay the foundations of some of this conceptual change in my teaching health promoting leadership using both theoretical thought-provoking material and exercises concerning e.g. conflict management and communication skills. The theoretical material is examined in three theoretical steps. (1) First the students in a group effort create a dictionary for the terms they judge relevant (see appendix 6 for the one example). A week later, the students do a sit-down exam (2) where they then need to apply their understanding to find an ethically consistent solution to a case from working similar to those in the course literature. Here, they are allowed to discuss the answer in small groups before writing their individual answers, with access to the dictionary created earlier on the course. In a third step (3) their memorized knowledge is tested in a multiple choice exam (see appendix 7 for the instructions to one such step 2&3-exam).

But the threshold needs to be approached in practical ways too. In my courses, conflicts appear around the time of the first examination, as the students realize I force them to dedicate more than 20 hours of work per week in order to pass the courses. I generally try to apply conflict management to these conflicts to further their understanding, and it is generally appreciated by most students as relevant to their future role as work leaders (the methods have been applied in the courses from which you read student voices in appendix 8). If I apply want to make use of their ethical value judgment I may ask them about a problem I cannot solve, like how to deal with a student who thinks I should dedicate a large part of the budget to constructing a special examination for him only, because his sister is getting married in Australia and he needs examination week off. I then get them to debate and defend different solutions using Kantian ethics, discourse ethics teleological ethics. I then follow the solution of the position which can be best ethically defended.

A conceptual change which develops the subject, the teachers and the students
Being part of a program where we work towards conceptual change about internal and external efficiency, helping the students shift the focus on their own behaviors to a focus on how they may help other persons fulfill their own needs, a painful revelation hit me. Painful because it was so obvious and yet I had failed to see it until 2008: the same goes for university teachers and their relationship to students.

In 2008 I was following a five-week CED-course on how to lead pedagogic work. This is when I discovered a small but well established field of research in to academic leadership showing how teachers and leaders wanted to be led (see e.g. Alan Bryman 2007, E J Allan 2006 and Rose Trevelyan 2001). The research clearly indicates that the skills our students need in order to work as leaders are skills I need as a teacher in order to lead my students. Research has also been carried out in to how the leadership over teachers reflect in the teachers’ relations to the students (see Paul Ramsden 2007).

It dawned upon me that the relationship between the teacher, the material and the student in service management is more closely connected than I thought possible, as we have a chance to live the management- and leadership skills towards our students that we would like them to develop for their working life. If teachers choose to educate ourselves about how to become better leaders and teachers to our students, we simultaneously develop the discipline of service management and service studies. My feeling towards this revelation is that of opening
up Pandora ’s Box. This was a great conceptual change to me, and inspired me to edit the book on leadership and studentship which I finished in 2008 (Bommenel & Irhammar 2008). In the book we have collected examples of leadership in teaching and learning from all faculties if LU. Departing from the examples, we suggest a theoretical framework for understanding how the generic skill of leadership may be taught to students, and how teachers need to be led in order to perform this. Since then I am working to make academic leadership a new field of study within service management, and hope to publish one article on the challenges to leading pedagogic work together with Katarina Mårtensson and Torgny Roxå in 2012, and one with Ulrika Westrup on how to develop student’s capacity for leading themselves in 2012.

Having guided the reader through my beliefs about the role of higher education as a means of social change for individuals, and the challenges to fulfilling that role posed by our way of producing credibility and legitimacy, I have landed in my view upon important learning thresholds and conceptual changes, with a strong potential to bind the development of the discipline together with the development of the student as well as the teacher. I would now like to move on to argue why I hope I fulfill the criteria for being a qualified and excellent teacher.

Criteria for calling myself a qualified (meriterad) teacher

Since 2008, when I took a continuation course at CED focused on alignment and learning processes, I have designed, redesigned and taught on about ten courses, most of which are on a bachelor level but one on a masters- level and two for teachers as educational development at CED itself. In those I have very consciously dome what I did inherently before: I have aimed to create an alignment between intended learning outcomes, teaching activities, and forms for examination as described in John Biggs course book Teaching for quality learning at university (Biggs 2007). I have found the greatest and most engaging challenge to be that of staying open to learn from emergent learning outcomes and mistakes in theory which are discovered in practice, and continually develop the alignment from year to year, as in the example of developing the Toolbox goals as described initially (a challenge my colleagues have much appreciated me taking on, which my head of department testifies in his recommendation in appendix 14). In doing so, I find myself often going back to the course books from my CED courses to deepen a knowledge in the scholarship of teaching and learning, much like the strive described by Carolin Kreber to continually educate oneself in a way which I think is best described by the Swedish work förkovran (Kreber 2002). Both Mc Keachie’s teaching Tips and Teaching for quality learning at university are wonderful sources to look for advice and experience, and I often use the references to dig deeper in to subjects that interest me (Mc Keachie and Svinicki 2006). In particular, I have been particularly curious to educate myself about how individuals and groups learn, and how this is related to identity shaping, and have integrated this knowledge in the teaching of my students. As I have explained initially I hold a politically funded conviction about the role of higher education as a locus for social change rather than social preservation in a multicultural society. This conviction has matured in to a commitment to teaching and to encouraging a scholarship of learning in my students. Above, I have described how I developed this abstract theory in to the very concrete series of workshops of the Toolbox for academic studies. In developing the toolbox I looked comprehensively at the skills required by all 1 400 students at our program, co-operated with the student union (kåren), participating students, my director of studies and colleagues to reflect on, shape and develop its content from year to year. In the following example I would like to guide the reader through one specific alignment of the Toolbox in the
introductory course of the program, an alignment aimed at developing the students’ scholarship of learning.

**Example of creating alignment, while assuming responsibility and leadership**

Appendix 9 is the course book I wrote and handed out to all 330 new students on the introductory course of 2010. On page 9 in appendix 9, you find the table reproduced here below, over the intended learning outcomes, the aligned learning activities and the examinations. Four out of eight learning outcomes are related to the scholarship of learning, i.e. reference work and academic conduct, information seeking and evaluation, critical analysis of academic text and leading your own study process. Setting up a table like the one below, and making sure the course answers up to it, meant assuming leadership responsibility for 330 students and 28 teachers; turning pedagogical knowledge on how you need to examine a matter in order to show that it is important, how you need to teach in a way which prepares for the exam and how you need to plan for the climate of the learning activities to be stimulating in to reality.

The learning outcomes and the workshops and examinations aligned with these learning outcomes are, as initially described, the result of five years of trying different methods inspired by CED-courses and the wonderful McKeachie and Biggs, using their suggested

<table>
<thead>
<tr>
<th>När kursen är slut ska du...</th>
<th>Denna undervisning hjälper dig mot målet:</th>
<th>Så här examineras dina kunskaper:</th>
</tr>
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<tbody>
<tr>
<td>kunna redogöra för grundläggande företagsekonomiska begrepp med relevans för ledning och styrning i serviceorganisationer</td>
<td>Calle Hellbergs föreläsningar och hans, Pia Siljeklints, Bo Markulfs och Mikael Bergmasths företagsspel och case-övningar under kursens andra avsnitt.</td>
<td>I individuellt salstenta 4/10 (omtenta 2/11 + 14/6).</td>
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<tr>
<td>kunna tillämpa grundläggande beskrivningar och analyser av företagsekonomiska problemställningar inom serviceorganisationer</td>
<td>Forskarföreläsningarna under kursens sista avsnitt och seminarier med seminarieleddarna.</td>
<td>I två individuella analysuppgifter med deadline 12 och 19/10, samt i grupp-case med deadline 29/10.</td>
</tr>
<tr>
<td>kunna redogöra för och analysera interaktioners, servicemötens och relationers roll i och kring serviceorganisationer och inom kunskapsfältet tjänstevetenskap</td>
<td>Workshop om att söka och analysera vetenskapliga texter.</td>
<td>Genom analys av självtständigt vald artikel i grupp-caset med deadline 29/10.</td>
</tr>
<tr>
<td>kunna tillämpa korrekt referenshantering och akademisk hederlighet</td>
<td>Elin Bommenels workshops om akademisk hederlighet.</td>
<td>Genom närvaro i 16 eller 17/9, samt i 2 analysuppgifter och grupp-case med deadline 12 + 20/10 och i grupp-case med deadline 29/10.</td>
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<td>kunna utföra grundläggande informationssökningar och värdera information utifrån ett källkritiskt perspektiv</td>
<td>Elin Bommenels workshops om analys av vetenskapliga texter och feedbacktilfällena.</td>
<td>I två individuella analysuppgifter med deadline 12 och 20/10.</td>
</tr>
<tr>
<td>kunna sammanfatta och analysera vetenskapliga texter i grundläggande akademiska genrer</td>
<td>Elin Bommenels workshops om analys av vetenskapliga texter och feedbacktilfällena.</td>
<td>Är du klar med kursen när första året är klart har du lärt dig att leda dig själv – och börja fundera på att leda andra.</td>
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ways if braking the ice (McKeachie 2006:22), to get students to do their reading (McKeachie 2006:31-34), to start discussions McKeacie 2006:37-49), to encourage note-taking (McKeachie p. 54; 72-73) , to use low-stakes writing (McKeachie 2006:193-203), to do a diagnostic test in a large class and how to do minute papers and other CAT:s (McKeachie 2006: 74-75). I will give one example which uses many of these methods in a process; that of lecture analysis linked to discussion seminars and graded critical analysis.

After each lecture students were given 5-10 minutes to answer the questions 1) What did the main message of the lecturer seem to be? 2) An example he/she used to convince. 3) In my mind, this message belongs together with these experiences / this literature and 4) The message provoked the following questions in me, which I would like to find out the answer to. The lecture analyses (24 all in all) were kept by the student in a ring folder, read only by him/herself and later on used as points of departure in discussion seminars where the students got to reconstruct their images of the lecture contents (you can see the instructions to the teachers for the seminars in appendix 12). After the seminar discussions, the students wrote individual critical analyses of course material, using a similar structure, i.e. 1) this is the main message of the writer, 2) here’s an example he/she uses, 3) it should be understood in relation to these texts and 4) these are relevant questions regarding the message. Before handing in the analysis they helped each other in a peer-review process.

**Criteria for calling myself an excellent (excellent) teacher**

Editing and writing all the theoretical chapters in the book on the scholarship of teaching and leading students, *Osynligt och självklart*, in 2008, I became, as I have testified to above, aware that the management concepts of “internal and external efficiency” apply to efficiency internally within the team of teachers as well as externally towards students. In the book I made explicit the idea that organization and minute attention to detail is necessary for a sustainable learning process for the student, and showed how the planning process is a central part of leadership as well as management (Bommenel & Irhammar 2008:12-13, 23-26 and 148. Please refer to appendix 10 for the book). Following Paul Ramsden writes (Ramsden 2007), I suggest that that the way teachers are being led relate closely to how they assume leadership together with their students. In the book, I also suggested that the leadership towards your colleagues as well as students needs to be a servant leadership in order to be motivating and sustainable (Bommenel & Irhammar 2008:145-147). A teacher who feels confident and motivated will be likely to motivate and create confidence in the students he or she meets. I have shared the concept of management (attention to careful organization and planning) and leadership (the encouragement of motivation and confidence) in teaching, with a large number of departments at LU and other Swedish universities when hosting workshops on leadership and/or the Toolbox for academic studies. I see the management and leadership as learning thresholds in the pedagogic courses I have been designing and teaching on, and like to think I create the type of cognitive dissonance when introducing to the concept of being managers and leaders, which makes teachers-participants seek new ways of seeing their own assets and possibilities. By cognitive dissonance, I mean a positive driving force to seek out a solution, initiated by a disturbing puzzle – something which is uncomfortable enough to provoke your mind in to action. As Leon Festinger argued a long time ago, this urge is a good basis for building new knowledge (Festinger 1957). I would like to show how I have tried to shoulder the leadership cloak myself and help my colleagues become more confident and critical teachers here below.
Leading educational development at my department and my university

The generic skills of the Toolbox had to be anchored in what all teachers at our department value as important academic skills. The process started in 2006 and involved presenting the outline to a few test-pilots from the teaching staff and the students union, reworking the lecture and workshop on academic conduct after their in-put, and then presenting the final version to the entire department at our staff meetings. As the workshop evolved in to a set of workshops, I needed to make sure other teachers could use and develop the fundament I have built. This I did by mailing a summary of minute-papers and my reflections every year to my director of studies, for her to use in her planning of the entire program. It has also involved mailing my colleagues every year with power point slides to use, when applicable, and a brief summary of topics covered in and challenges discovered during, the workshops. I also plan the teaching activities around academic writing together with the course responsible for the course following mine, and as of 2011 we give the workshops in both courses together. My head of department and director of studies have found this very useful in a pedagogical sense, and nominated me for Lund University’s pedagogic prize, which I received in 2011, (please see appendix 11 for my pedagogic awards) for the Toolbox-related work. What no one has commented upon, however, is that in the process of developing the Toolbox, I have also codified a set of values in relation to academic habitus which are tacit and invisible in many other environments. I have recently received funding from the Faculty of Social Science to study the minute papers since 2006, document the developmental process, and publish an article on the subject in 2012. I am very curious about the reactions to what that article will reveal, but that, of course, is in the future and we need to get back to the present, and introduce the reflection about my pedagogic work.

The incorporation of the toolbox workshops in to the introductory course of our program also demanded a strategic and coaching leadership towards the 28 teachers teaching on the course, as the toolbox had previously been very much a one-man-project. I was now looking to make other teachers in to proprietors. A prerequisite for this was a minute attention to detailed planning of learning activities, while leaving room for the teachers to use their own skills and understandings. In appendix 12 you find three examples of instructions for the teachers leading exercises with the student; Instructions for speed dating, for challenge analysis and for discussion seminars.

Reflecting on the student’s evaluations and teachers’ input after the course, I realized the detailed instructions created much appreciated predictability for the students, but in a many cases acted as an uncomfortable harness to the teacher’s ownership of the processes. Aiming to broaden the ownership of the Toolbox and its learning outcomes, I need to let other people shape and develop the exercises and their instructions now that the aims are familiar to all for the course in 2011. I have also changed the leadership structure for 2011 year so that we are two teachers responsible for the course, and have asked two more teachers to take responsibility for formulating learning outcomes and learning activities on two parts of the course.

Development over time

Trained as a historian, I feel it is important to communicate my conviction that this snap shot of my pedagogical activity is only a subjective vision shared by myself and my two critical friends Lena Eskilsson and Chorister Elda, of a frozen moment in what is really a process of development over time. Only in this year, in 2011, have I come to develop the desire to follow and document the students’ learning process as a life-long process. To that end, I have
designed the small research project mentioned above, in to the scholarship of learning together with a colleague with whom I will share course responsibility for the introductory course in 2011 (please see appendix 13 for details). The project is an attempt to document and reflect upon the learning processes of students participating in the toolbox workshops since 2006 and other than using the large boxes of collected minute papers and student reflections, also ask how they see their scholarship of learning, which we call their ability to lead their own learning processes, as they are trained to lead themselves and lead other individuals who also lead themselves. We hope to be able to interview the students not only two years from leaving university (which is the case of the batch of 2006) but, in the future, over longer time spans, in order to incorporate their needs for lifelong learning in to our education. Writing this reflection has become a driving force for me to see my pedagogic development as a lifelong learning process. As I close my reflection I can’t help but conclude how strongly I feel that the more I understand, the less I feel I know. I am not discouraged by this discovery, but it makes me humble towards my teachers: my wonderful students and colleagues who allow me this lifelong process which is propelled a little bit further every time we meet and reflect. I would like to express a deep thank you to those who read this portfolio: thanks be to you I have been given the opportunity to reflect.

Helsingborg, Sweden, 26 April 2011,

Elin Bommenel
List of appendixes

1. Media coverage for the sad and spectacular case of cheating students in 2006.

2. Minute papers from 2006 testifying to how I frightened students of cheating.

3. Minute papers from 2009 testifying to how students appreciated practice and felt secure about the knowledge on academic conduct.

4. Schedule showing how new skills were added to the Toolbox: Handling stress, seeking information and leading your own study process.

5. Learning outcomes showing that Toolbox generic skills are examined.

6. Student’s own encyclopedia of ethic concepts as part of examination.

7. Sit down exam in three steps on ethics.

8. Example of student appreciates what she has learned as skills needed in further studies and in future life.

9. Course book showing the planning and structuring leadership behind creating alignment for 330 students.

10. My anthology, showing my research into leadership in higher education.

11. Pedagogic prize for my work with the Toolbox, from vice chancellor Per Eriksson.

12. Instructions to my fellow teachers for whom I was course responsible.

13. Research project on scholarship of learning funded by the Faculty of Science, LU.


15. Pedagogic Curriculum Vitae.

List of references


John Biggs, Teaching for Quality Learning at University, Maidenhead 2007.


Alexis de Tocqueville, De la démocratie en Amérique, 1833.


Freddy Hällsten & Stefan Tengblad (eds.) Medarbetarskap i praktiken, Lund 2006.


Immanuel Kant, Grundläggning av sedernas metafysik, Stockholm 1920 (1785).


Paul Ramsden et al. “University teachers’ experiences of academic leadership and their approaches to learning” in *Learning and Instruction*, 2007.


Bommenel, appendix 16

Exchange with critical friends
My head of department, Christer Eldh, and my director of studies Lena Eskilsson, have read my portfolio and helped me see ways of making it better and of more service to them in the following ways.

Their main comments were those of colleagues who appreciate getting to know how I work – they were happy and positive about many of the details which they had not known about previously.

Lena Eskilsson helped me make the text more adopted to a reader’s need, where previously it was focused on my own needs. She also corrected some mistakes in the information about our department and our educations. Also, Lena helped me remember the educational conference (Utvecklingskonferensen) of 2009 where we presented the Toolbox of academic studies to a larger audience.

Christer Eldh felt the information would be useful in his future leadership towards me. He also encouraged me to clarify that my work is important for furthering pedagogic awareness at my department and on a faculty-level.
Bommenel, appendix 15

CV for pedagogic and educational development

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Course development and head-teacher responsibility

Department of History, Lund University:
1999, designing and teaching of the course Characteristics of Swedish Society, Past and Present (30hp)

Department of Technology and Social Change, Linköping University:
2001 – 2003, designing and teaching the course History of Science and Technology (7,5hp)
1999 – 2003, designing and teaching the course Ingenjören, tekniken och samhället (6hp)

Department of History of Science and Ideas, Lund University:
2002– 2003, designing and teaching the course Teori och metod (7,5hp)

Department of Communication Studies, Lund University
2008 – 2009, designing and teaching the course Verktygslåda för akademiska studier
2008 – 2009, designing and teaching the course Språkbruk och språkstrategi, (15 hp)

Department of Service Management, Lund University
2010 – present, designing and teaching the course Introduktion till Service management och tjänstevetenskap (15hp)
2007 – present, designing and teaching the course Hälsofrämjande ledarskap, (15hp)
2008 – 2009, designing and teaching the course Customer relationship management, (15 hp)
2007 – 2009, designing and teaching the course Verktygslåda för akademiska studier
2005 – 2008, designing and teaching on the course Etiska och legala perspektiv på hälsosektorn (15hp)
2003 – 2008, designing and teaching the course Diversity Management (15hp)

Teaching experiences
2010, teaching on the course Ledarskap för studentaktiva (7,5 hp), Department of Business administration, Lund University
2010, supervising master thesis at Department of Solid State Physics, Lund School of Engineering (30hp)
2009 – present, lecturing on group dynamics in academic work on the course Projekt nanoingenjör (15 hp), Department of Solid State Physics, and the course Förstående och lärande (7,5hp), Department of Chemical Engineering, Lund School of Engineering.
2008 – 2009, lecturing on academic writing and supervising on the course Socialt arbete som ämne och profession, (30hp), School of Social Work, Lund University
2005 – 2008 teaching and supervising on the course Konsumtion, kommunikation och identitet (15hp), Department of Service management, Lund University
2005 – present, supervising 50 Bachelor and Masters theses at Department of Service Management, Lund University.

Pedagogic courses
2007 Högskolepedagogisk introduktionskurs (Introductory course), 2 weeks
2008 Högskolepedagogisk fortsättningskurs (Continuation course), 3 weeks
2008 Den goda föreläsningen (Good lecturing), 3 weeks
2008-2009 Ledning av pedagogisk verksamhet (Leading pedagogic work), 5 weeks (article and final report still in progress in co-operation with Katarina Märtensson and Torgny Roxå)
2010 Handledarkurs (Supervising PhDs), 1 week

Educational development
Centre for Educational Development, Lund University
2010 – present co-designing and teaching on the course Lärarrollen vid universitet och högskola för S & E (two weeks of full time studies)
2010 – present giving feedback on projects on the course Att leda pedagogisk verksamhet (5 weeks of full time studies)
2010 co-designing and teaching on the course Learning and Teaching in Higher Education (three weeks of full time studies)
2008 – present, designing and holding workshops on academic conduct, handling diversity, leadership in learning and group dynamics in learning to university teachers on pedagogic courses and as a consultant at networks, conferences, departments and faculties in Lund, Stockholm and Malmö.


Pedagogical awards
2003 Vice chancellor’s thanks for outstanding course evaluation on the course on the role of the engineer in society; “Ingenjören, tekniken och samhället” in 2003, Linköping University.

2011 The university’s prize for outstanding educational work for the series of workshops on academic habitus; “Verktygslåda för akademiska studier”.

Research grant for studying educational development
2011-2012 One month’s salary for a research project on the scholarship of learning, related to stundet’s leadership over their own learning process, granted by Faculty of Social Sciences, Lund University.

Telephone numbers for references
Lena Eskilsson, director of studies, 0705-237 627
Christer Eldh, head of department, 0761-14 42 75
Ulrika Westrup, fellow teacher, 0708-16 28 66
Tobias Pålsson, former head of student union, 0733-503185