



For all lecturers and directors of studies at Aarhus BSS

INSPIRATION DAY ON STUDENT ENGAGEMENT – THURSDAY 22 SEP 2016

Each semester, lecturers invest time and energy in delivering the best possible teaching to students at Aarhus BSS. But the quality of the teaching does not depend on the lecturer's efforts alone. It depends just as much on the students' willingness to get involved during and outside of lessons. Put simply: The better the students are prepared, the better the quality of the teaching will be.

However, student engagement varies considerably between students and across courses. The theme of the inspiration day is therefore:

How do we best support student preparation?

The event offers presentations from lecturers at the departments, joint discussion of key topics and dilemmas, brief presentations based on knowledge of BSS students' study behaviour, and experience sharing. There will therefore be lots of opportunities to discuss problems and possible solutions related to student engagement, and to learn from other lecturers' initiatives.

All interested lecturers, directors of studies, study board members and other staff at Aarhus BSS are welcome to attend.

[Register here](#) (registration deadline: 7 September 2016) Number of places: 90 (first come, first served).

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Programme

08:30	Registration (coffee and breakfast rolls)		
09:00-10:30	Welcome by Per Andersen (Vice-Dean for Education) Brief presentations by Kim J. Herrmann (CUL) alternating with joint discussion of the following topics: a) How much do students prepare? b) What causes high/low student engagement? c) What can you do to improve student engagement? d) Can you cancel the lesson if no-one is prepared? e) What is our role as lecturers: Friend, facilitator, or manager?		
	Workshops 1-3		
	Track 1 (in English¹)	Track 2	Track 3
10:45-12:00	Lars Skipper (ECON) Thomas Preetzmann (MGMT) Mia O'Toole & Mimi Mehlsen (PSY)	Camilla Hammerum (JUR) Tina Magaard (BTECH) Jacob Arnbjerg (ASE)	Lone K. Hansen (IKK) Kristine R. Thomsen (CRF) Anna K. Kjeldsen (BCOM)
12:00	Lunch in Stakladen and experience sharing.		

¹ The inspiration day will be held in Danish, but track 1 will be conducted in English if the registered participants so wish.



Practical information

Date: Thursday 22 September 2016

Time: 8:30-13:00

Place: Student House (Richard Mortensen stuen), Fredrik Nielsensvej 2-4, DK-8000 Aarhus C.

Information: Additional information will be available later on the [event website](#).

Description of tracks and speakers

Track 1

Lars Skipper (ECON): The presentation is based on an intense, interdisciplinary learning process for economics and political science students with alternating classroom instruction and role play. Between lessons, students work hard doing consultancy work for real customers/sponsors.

Thomas Preetzmann (MGMT): A *blended learning* model will be presented which has been tested in a subject on the Graduate Diploma in Business Administration (HD) programme. In preparation for each lesson, students go through a learning module comprising (1) reading material, (2) a video and (3) a test.

Mia O'Toole and **Mimi Mehlsen** (PSY): Teaching experiences will be presented from Psychology courses which have focused on (a) getting students to spend more time on preparation, (b) getting students to work more actively with reading material and (c) achieving specific benefits from student preparation. Students have produced text in a wiki and presented draft problem statements in a discussion forum, among other activities.

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Track 2

Camilla Hammerum (JUR): In her Master's subject, Criminal Procedure, Camilla has worked at increasing preparation and student engagement by preparing about 30 questions for each lesson, which the students work on between lessons. The questions relate to the syllabus of the preceding lesson and are reviewed as a group in the first hour of the following lesson. The aim is for students to practice expressing themselves orally, work with the syllabus between lessons and become better equipped for the oral examination. It is also assumed that having the students work with the same material three times in eight days improves learning.

Tina Maggaard (BTECH): Tina has used Dee Fink and team-based learning in her teaching in various subjects in three courses. Students are activated by making them responsible in groups for presenting parts of the syllabus during each lesson and giving each other feedback. This creates an incentive to prepare, as the students are dependent on each other.



Jacob Arnbjerg (ASE). Jacob teaches engineering students in the Statistics and Experimental Design course. To counter problems of free riding and lack of preparation, Jacob has adopted an 'admission ticket' model. Students are set minor assignments related to the previous section each time. Students work on these assignments at the beginning of the lesson, and submit one copy to the lecturer. The assignments are the students' admission ticket to the lesson – in principle, no ticket means no lesson.

Track 3

Lone K. Hansen (IKK): In connection with the BA in Digital Design (Arts) and other programmes, Lone has used the principle that in order to attend the lessons, students must submit something in writing most weeks which is relevant to their work on the Bachelor's project. The focus of the lesson is feedback from fellow students on the various written contributions.

Kristine R. Thomsen (CRF): Teaching experiences from a seminar in Psychology will be presented, where the goals have been to (a) guide the students in their preparation, (b) activate the students more in the teaching, and (c) integrate the examination project into the teaching. As a part of the students' preparation, they are required to produce written assignments during the lessons.

Anna K. Kjeldsen (BCOM): Anna Karina teaches students in subjects such as External Communication, Analysis of Company Communication and Corporate Communication in Cultural Institutions. She has been continually experimenting with ways to motivate preparation in recent years, such as by restructuring the subjects and making use of student presentations, wikis, rubrics and peer feedback.