Teacher Times

Special focus:
Pedagogical development

Issue 2 – spring 2017

NB. The newsletter is also available (with clickable links!) here: tinyurl.com/GSteachernews
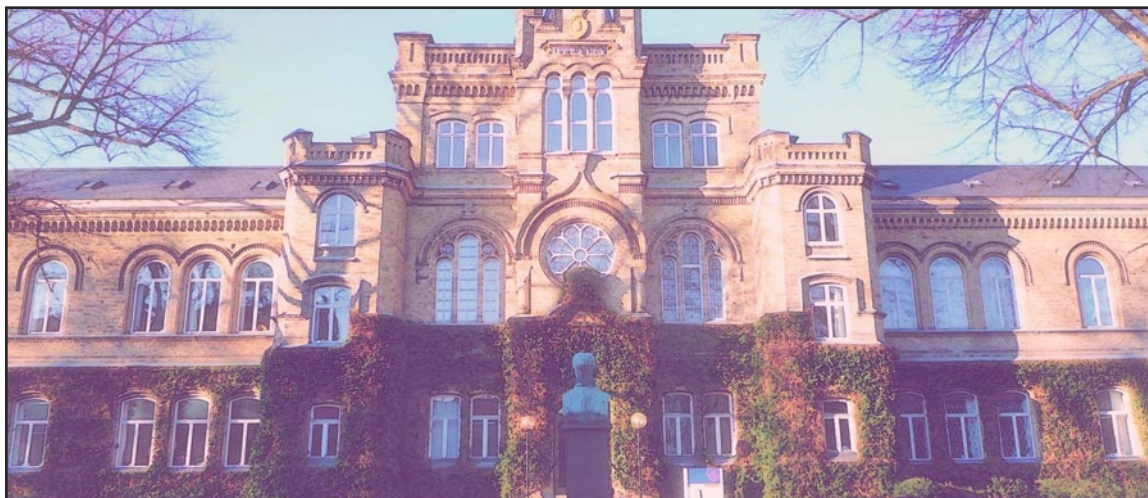
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Letter from the Director of Studies

Mikael Sundström
Director of studies at
Graduate School

Dear Teachers & friends,

Time for this term's issue of the *Teacher Times* to let you know what's cooking over at Graduate School. You get this newsletter because you are teaching in one of our courses, supervise or examine Graduate School theses, or are in some other capacity a special friend of ours. Since it is one of relatively few English-only information outlets, we try to widen the scope beyond Graduate School itself, so feel free to distribute it to international staff.

Now and then I browse through my trusty reference literature on proverbs – an ever growing chunk in my home library – to imbibe the wisdom of the ages. One profound saying stemming from Ireland is that one should "never bolt the door with a boiled carrot", so as you can see that there are some true nuggets of received wisdom to ponder. Ah, proverbs – what's not to like?

There is, apparently, a Belgian proverb saying that "the bee, from her industry in the summer, eats honey all the winter". As a rule I take whatever Belgians state with a grain of salt – after all they were the ones who came up with mussels and chips as a signature dish, to be washed down with cherry beer. Still, this time they have locked onto something that rings true although they have their seasons slightly confused.

At Graduate School it is all work and very little play in the spring, but in the summer and autumn we usually try to find some time to do proper development work – investments that will hopefully lighten the load later, and may even push the envelope a little. One thing we always return to is pedagogy and course work which is at the very core of what we do. In this issue we take the opportunity to gather information that in some way relates to pedagogy and pedagogical projects (and the opportunities to initiate such projects).

Hardly anyone will have failed to observe that Lund University turns 350 this year. Less well known is that Graduate School also celebrates an anniversary – our little "virtual department" was established 10 years ago! We will mark this occasion in the Autumn, and the next issue will look both back and forward with this in mind. Some of you, dear readers, will have been with us from the start. If you have titbits for us, *please* let us know!

Mikael Sundström, Director of Studies, Graduate School
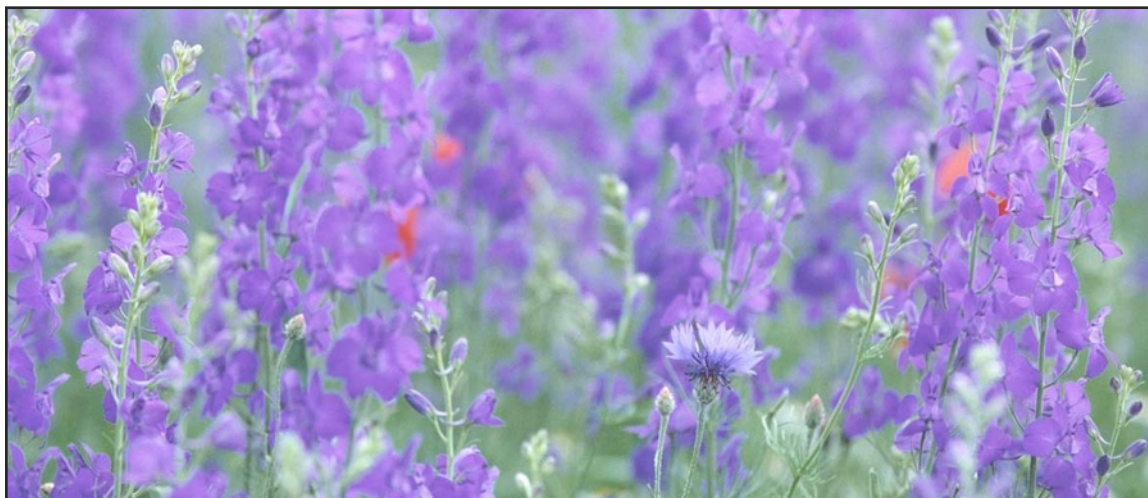
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Graduate School – what's cooking?

*With the bulk of the 2017 admissions work behind us, we are just coming out of a very hectic period, blinking warily at the sun. So **that's** what it looked like? Record numbers of applicants want to become Graduate School students, and now we are beginning preparations for their autumn arrival. In this section we will talk a bit about admissions but also give you an idea of what else we have been up to this term, and what we plan for the year ahead.*

Staff changes

Helena Falk has been on maternity leave, but is now back with us at 50 % until the middle of the year when she returns to 100 %. Welcome back Helena!

Pal Olsson has filled in for Helena, and is also working in the International Office. He has additionally been doing project work for the Faculty – we hope to present his report on digital examinations in our autumn issue.

After a relatively brief stint as programme director for the Social Studies of Gender programme, Rebecca Selberg is stepping down. We are sad to see her go, but it is for the best of reasons: she has amassed so much research funding that some teaching obligations had to go. As she is the incoming Director of Studies at the Gender department, we will at least still see her regularly in our Board meetings.

Marta Kolankiewicz is replacing Rebecca as programme director, and will also helm our massive SIMM41 methods course. Great to have you onboard Marta!

New courses

As this is being written, Annette Hill, Tina Askanius and Tobias Olsson from the Department of Communication and Media are wrapping up the *SIMM34 – Digital Media Research* course, the newest addition to our cluster of methods courses. "Digital media research"? What's that? Well, to give you an idea, this is how the subject is introduced to prospective students:

Digital Media Research offers a broad approach to the qualitative methods that are useful to critical analysis of digital environments. We offer a range of perspectives and methods on how to understand and critically analyse digital media production, content and everyday practices. This course offers an introduction to digital media research methods, emphasising the significance of reliable, valid and situated research in a critical study of digital environments. These environments include a wide range of contexts from business, public service and non commercial spaces, the architecture and content of participatory cultures, social media and social activism, and digital socialities.

Our guiding approach on this course is that digital media research methods matter to a critical study of digital environments. The course focuses on combining empirical qualitative research with critical social and cultural theories in order to emphasise how the digital media researcher uses, adapts and critically reflects on methods and concepts to research problems or questions.

The intellectual structure for the course is based on qualitative multi-methods within digital media. There are three methods we focus on in the craft of digital media research. The first method includes production studies, specifically the method of production interviews. This method is useful for institutional analysis of professionals, amateurs and practitioners where one to one interviews are necessary for understanding inside a digital production culture. The second method includes aesthetics and communicative form of digital media content, specifically visual images, and the embedding of images in the digital environment. This method is useful for studying selected samples of digital texts and representations in a range of content,

from mobile media to YouTube videos. The third method includes digital ethnography, specifically looking at routines, mobilities and socialities. This method is useful for in depth, focused research of digital media events, social movements, or specific audience, user and consumer social media practices. These three methods are connected to key concepts of media industries and professional practices, systemic and symbolic power within digital media environments, and everyday routines of digital ethnography practices.

Our course is aimed at a diverse range of international postgraduate students who wish to study digital media research methods for the purposes of conducting empirical research for Masters theses, and also for professional skills in digital media methods for careers beyond postgraduate education.

We consider this field to be of strategic importance, and aim to have a follow-up course – *Digital Netnography* – in operation by next year (Annette and her colleagues are already hard at work on the syllabus). This more advanced course will likely be offered as an "official" PhD candidate course too.

We have also started work on preparing thesis students for what lays ahead long before the thesis course starts in earnest. This year we try out a *Thesis Introduction Day* for the first time – a June 2 event that we will present in detail later in this issue.

Jubilee activities

Graduate School was invited to organise a *Global Week* event in April, that we will discuss more later in this issue. We are also preparing for our own celebrations: Graduate School turns 10 this autumn – we will get back to you later with more news.

Graduation Ceremony 2017

We are hard at work preparing this year's Graduation ceremony. Graduate School is organising this Faculty-wide event where graduands from up to 19 programmes are presented. It takes place on June 5 in the Magna Aula in the main university building. This year we are happy to welcome Lars Danielsson, Sweden's Ambassador to the EU as our commencement speaker. Detailed information about the event for both staff and students can be found here:

Lars Danielsson

tinyurl.com/gradcer2017

Development Practitioner Seminar series

The DPS is a seminar series hosted by Graduate School during the spring semester. Development practitioners are invited to share their expertise and experiences from specific organisations and fields. This spring we have welcomed – or will welcome – the following guests:

January 23
Matilda Flemming, Policy and Campaigns Officer, European Women's Lobby, UN, Brussels
Credible Advocacy – connecting grassroots to international policymaking

February 20
Nela Porobic, Project Coordinator, Women's International League for Peace and Freedom, Sarajevo
Women, peace and security – a peek into practical experiences of activism for women's rights and gender justice in conflict and post conflict countries

March 27
Marie Bengtsson, Ph.D in Political Science from Lund University; Expert, Swedish Migration Agency, Section for Operational Control and Coordination; National coordinator, Swedish National Contact Point to the European Migration Network; Co-chair, European Migration Network
To be a Swedish civil servant in the European migration context

April 24
Liesbeth-Marije Hoogland, Disaster Response Coordinator at Dorcas Aid International
Doing things right or doing the right things? Quality and learning in post-conflict recovery and development programmes
More info TBA: see the Graduate School web site

May 10
Roi Silberg, Peace Educator, Director of School of Peace – Neve Shalom, Founder and Co-Director of the Association for the Promotion of Spoken Arabic in Israel, Educator & Group Facilitator, The Association for Civil Rights in Israel.
Peace Education in a Conflictual Context

Spring Lunch with PhD students

On May 3 Graduate School holds its annual Spring Lunch with PhDs. Various teachers from the GDG programs as well as PhD students from the Faculty will be invited to attend and participate in a panel discussion.

The PhD students will present their research areas, how they obtained their positions, and speak about some of the challenges and highlights that they have experienced as a PhD student. The audience is Graduate School students who have an interest in pursuing an academic career.

Admissions information

Record numbers of students applied to become Graduate School students this year, which is welcome (but means strenuous work!) Raw numbers reached almost 2,600 applicants (see figure 1 for a breakdown and comparison with previous years), but of course some of these turn out to be non-viable (figure 2).

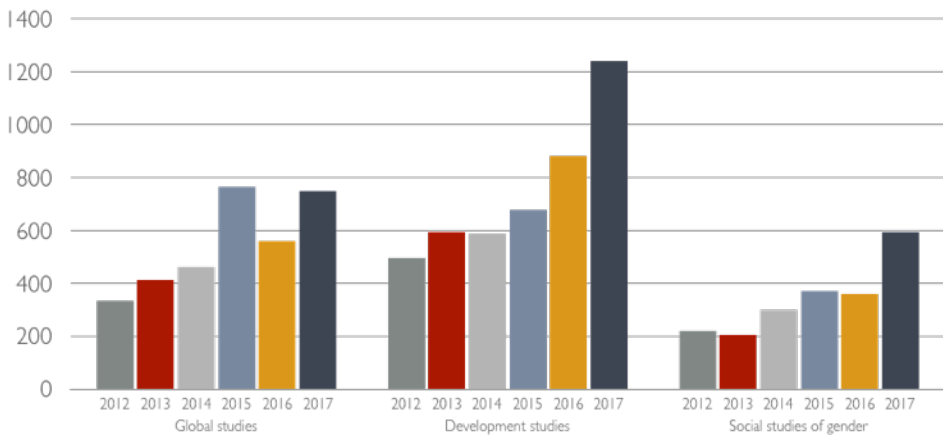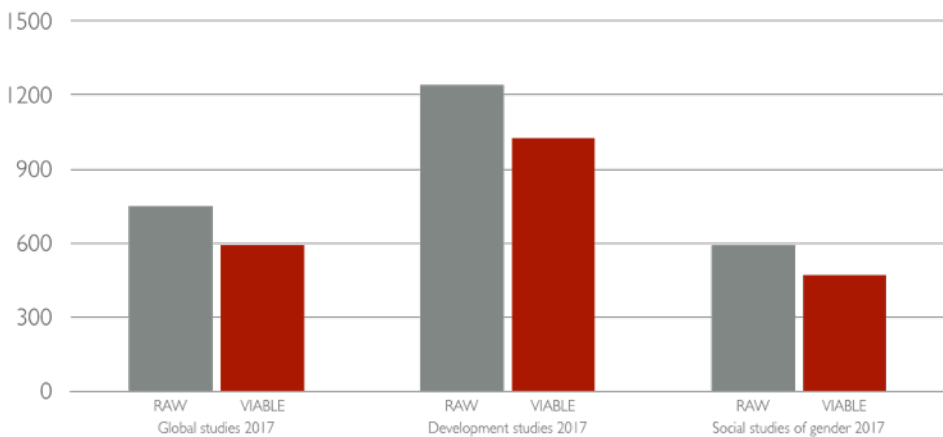*Figure 1 Raw application figures 2012-2017*

Figure 2 Raw versus viable applications

Much of the initial work is about analysing which applications are to be deemed eligible – do they meet our stated requirements? This is sometimes intricate business as it requires having a look at grades from all over the world, and try to convert them to meaningful information in order to establish eligibility status of the applicant. After this careful work, we ended up with 614 applications to be ranked (figure 3).

Figure 3 Fully eligible applications
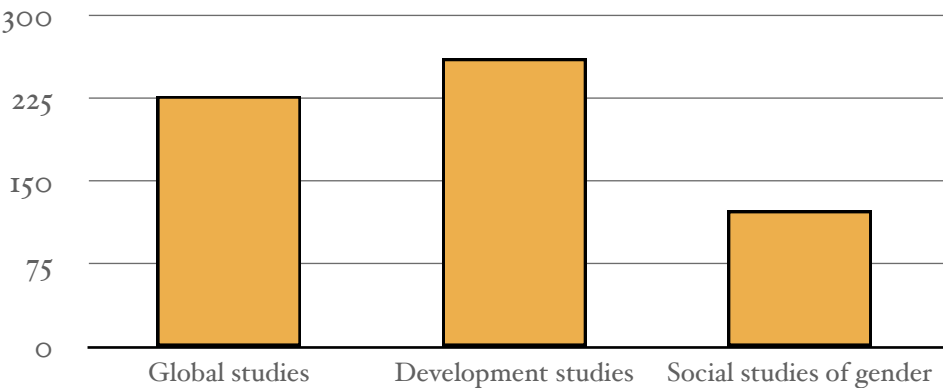
Of these we have admitted around 80 students (slightly fewer for Social Studies of Gender. Many of these have affirmed that they will indeed be coming to Lund (see figure 4), but some attrition is inevitable, and we expect to welcome 30-40 students per programme in August.

Figure 4 Admitted applications & tentative acceptance answers
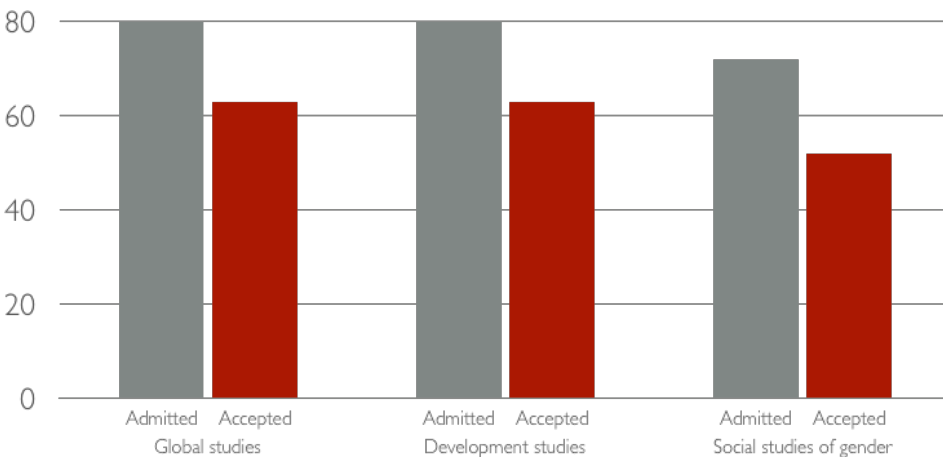
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Faculty and Methods courses

Annika Hughes,
Graduate School

*As a follow-up to last issue's methods-related articles, Annika Hughes at Graduate School has compiled a list of all methods courses that are available at the Faculty, as no such information was previously available. It turned out that we offer a **lot** of such courses. In fact, as part of a larger project, our methods director Chris Swader and Annika have collected information about social sciences faculties from a number of other universities in Sweden and abroad – and we will be presenting their comparative findings in a future issue of the newsletter, but we asked Annika to provide some basic data about our own faculty in this issue, grouped by department/unit, so you can see what is available.*

As part of this work, Graduate School has also set up a temporary database where methods courses can be located based on department, level, language, credit and whether or not the course is open to students from outside of the "home" department. Results will also provide links to relevant syllabi. You can visit it here:

graduate.svet.lu.se/methodsdemo/

Methods courses per department/unit

Graduate School

Graduate School has a wide range of methodology courses available at the MA level. Courses vary in size from small (0-24 students), medium (25-49 students) and large (50+ students) and they are all open to other students to apply.

Code	Name	Cred.	Open ext.?	Size
Master				
SIMM41	Social Science: Methods for Research in the Social Sciences	15	Y	L
SIMM23	Social Sciences: Theory of Science for the Social Sciences	7.5	Y	L
SIMM16	Social Sciences: Introduction to Quantitative Methods	7.5	Y	S
SIMM25	Social Sciences: Fieldwork	7.5	Y	M
SIMM27	Social Sciences: Methods of Text and Discourse Analysis	7.5	Y	M
SIMM29	Social Sciences: Evaluation Research - Theories and Methods	7.5	Y	L
SIMM30	Social Sciences: Participatory Methods of Change and Development	7.5	Y	M
SIMM34	Social Sciences: Digital Media Research	7.5	Y	M
Master (with equivalent PhD level syllabus)				
SIMM32	Social Sciences: Quantitative Methods -Multivariate Analysis	7.5	Y	S

We think of our courses as belonging to one of three categories: overview, introductory and advanced. The SIMM41 *Social Science: Methods for Research in the Social Sciences* course provides an introductory sweep of a range of methodological approaches. The aim is to establish a common ground of understanding, given that our students have very different skills when they come to Lund. In the second term, students proceed to elective methods courses, a majority of which are basic, meaning that no prior knowledge about the covered theme is needed. SIMM32 *Quantitative Methods – Multivariate Analysis* is an advanced course requiring basic understanding of quantitative analysis. A second advanced course *Netnography* will come on-stream in 2018 requiring the equivalent of a SIMM34 *Digital Media Research* foundation. The idea is that such advanced courses should be designed in a way that will make the same structure immediately workable as PhD-level courses, and we cooperate closely with the research council to achieve that.

Faculty

The Faculty of Social Sciences itself has a range of methodology courses available at the PhD level.

Code	Name	Cred.	Open ext.?	Size
PhD				
SANS001	Social Science and Human Nature and Society. Conceptual and Philosophical Issues	7.5	-	-
SANS002	Social Science and Human Nature and Society. Conceptual and Philosophical Issues	15	-	-
SAVS001	Philosophy of Science for the Social Sciences	7.5	-	-
SAKA002	Qualitative Methods	7.5	-	-
SAKA003	Quantitative Methods, Multivariate Analysis	7.5	-	-
SATM001	Applied Methodology - Methods Thesis	7.5	-	-
SAUU001	Exploring the Social: Critical Theory, Critical Thinking and Social Science	7.5	Y	-

Communication and Media

The Department of Communication and Media has a range of methodology courses available at BA and MA level in the subjects of journalism, media and communication studies and media history. The courses are predominantly medium in size and they are all open to other students to apply.

Code	Name	Cred.	Open ext.?	Size
Masters				
MKVN04	Media and Communication Studies: Media and Communication Methodology	15	Y	M
MHIM04	Mediehistoria: Magisterkurs Delkurs 1 Mediehistorisk teori och metod	7.5	Y	-
Bachelor				
JOUA12	Journalistik fortsättningskurs Delkurs 3 Journalistisk granskning	7.5	Y	M
JOUK10	Journalistik Kandidatkurs Delkurs 2 Journalistikvetenskaplig teori och metod	7.5	Y	M
MKVA22	Medie- och kommunikationsvetenskap Fortsättningskurs Delkurs 3: Analys- och utredningsmetod	7.5	Y	M
MKVK04	Medie- och kommunikationsvetenskap Kandidatkurs Delkurs 1. Vetenskapsteori och metod	7.5	Y	M
MHIK13	Mediehistoria Kandidatkurs Delkurs 1 Mediehistorisk teori och metod	7.5	Y	-

Gender studies

The Department of Gender Studies has a range of methodology courses available at the BA and MA levels.

Code	Name	Cred.	Open ext.?	Size
Bachelor level				
SGGNV	Genusvetenskap: Kandidatkurs Termin 1 Vetenskapsteori/Metod	30	-	-
SGGNV	Genusvetenskap: Kandidatkurs Termin 2 Vetenskapsteori/Metod	30	-	-
SGGNV	Genusvetenskap: Kandidatkurs Termin 6 Vetenskapsteori/Metod	15	-	-
Masters				
SASAM: GNVE	Genusvetenskap: Magisterkurs Termin 1 Vetenskapsteori/Metod	15	-	-
GNVN13	Genusvetenskap: Magisterkurs Termin 2 Feminist Methodologies	7.5	N	S

Human Geography and Human Ecology

The Department of Human Geography and Human Ecology has a wide range of methodology courses available at all 3 levels (BA, MA and PhD) across various subjects: human geography, human ecology, development studies, urban planning and LUMID - Master's in International Development and Management. The department also offers specialist courses in GIS: Geographical Information System for the Social Sciences. The courses vary in size from small to large and they are mostly all open to other students to apply.

Code	Name	Cred.	Open ext.?	Size
Masters				
SGEM25	HUGE - Masterprogram i samhällsgeografi Term 2 GIS and Fieldwork Methodology	7.5	N	M
SAHEK	Master's in Human Ecology Term 1 Theory of Science and/or Research Methods	15	-	-
SAHEK	Master's in Human Ecology Term 2 Theory of Science and/or Research Methods	15	-	-
MIDM12	LUMID - Master's in International Development and Management Theory of Science and Methods	15	-	M
MIDM18	LUMID - Master's in International Development and Management Field Methods	7.5	-	S
SGER50	GIS: Geographical Information System for the Social Sciences	7.5	Y	S
SGER43	GIS: Geographical Information System for the Social Sciences	15	Y	S
SGER44	GIS: Geographical Information System for the Social Sciences	15	Y	S
PhD				
SAHE003	PhD Reading course in Methodological Specialization	7.5	-	-

Human Geography and Human Ecology (cont'd)

Code	Name	Cred.	Open ext.?	Size
Bachelor level				
SGEA23	Human Geography: Level 2 The Society & Planning	7.5	Y	S
SGEK03	Human Geography: Bachelor Thesis Delkurs 1 Forskningsmetodik	7.5	Y	S
HEKK02	Humanekologi: Miljö, kultur och utveckling - kandidatkurs	30	Y	S
SGUTV	Kandidatprogrammet i utvecklingsstudier, År 1 Vetenskapsteori och forskningsmetod	15	-	-
SGUTV	Kandidatprogrammet i utvecklingsstudier, År 3 Forskningsmetod i utvecklingsstudier	15	-	-
UTVC14	Theory of Science and Research Methods: An Introduction	15	Y	L
UTVC16	Research Methods in Developing Countries	15	N	L
SGSPL	Kandidatprogram i samhällsplanering Termin 2 Sociologisk grundkurs: Teori och metod	15	-	-
SGSPL	Kandidatprogram i samhällsplanering Termin 3 Urban analys med metodtillämpningar	15	-	-
SGEG10	GIS: Geografiska Informationssystem för samhällsvetenskap - introduktion med tillämpningar	30	Y	S
SGEG16	GIS in Social Sciences - Basic Level	7.5	Y	S
SGEG17	GIS in Development Studies - Applications	7.5	Y	S
SGEL44	Samhällsgeografi: GIS i urban och regional planering: projektarbete	7.5	N	M
SGEL45	Samhällsgeografi: GIS i regional planering	7.5	N	M
SGEL34	Samhällsgeografi: GIS - Teoretiska och praktiska applikationer inom samhällsplaneringsområdet	15	-	S
SGEL67	Urban analys med metodtillämpningar	15	-	M

Political Science

The Department of Political Science has a range of methodology courses available at all 3 levels (BA, MA and PhD) across various subjects: political science, peace and conflict studies, intelligence studies and European affairs. The courses vary in size from small to large and they are sometimes open to other students to apply.

Code	Name	Cred.	Open ext.?	Size
Bachelor				
STVA22	Statsvetenskap: Fortsättningskurs Delkurs 1 Statsvetenskaplig metodologi	9	Y	L
FKVA22	Freds- och konfliktvetenskap: Fortsättningskurs Delkurs 4 Uppsats och metod / Paper and methods	7.5	Y	M
STVK02	Statsvetenskap: Kandidatkurs Delkurs 1 Statsvetenskaplig metodologi	7.5	Y	L
FKVK02	Freds- och konfliktvetenskap: Kandidatkurs Delkurs 2 Metodkurs	7.5	Y	S
UNDK01	Underrättelseanalys: Kandidatkurs Delkurs 1: Underrättelsestudier: teoribildning och metod	7.5	Y	S
Master level exclusively				
STVN14	Political Science: Political Science Methodology	15	Y	M
STVP35	Political Science: Political Science Methodology for European Affairs	15	N	S
Mixed PhD & Masters				
---	Good Research 3.0	7.5	Y	S
PhD level				
---	Good Research 3.0	7.5	Y	S

Psychology

The Department of Psychology has a range of methodology courses available at the BA and MA levels. The courses vary in size from medium to large and most of them require registration in a programme to be eligible to apply.

Code	Name	Cred.	Open ext.?	Size
Masters				
PSYP11	Theory and practice of science in psychology	15	N	M
PSYP13	Master Programme Term 1 Advanced Scientific Methods in Psychology	15	N	M
Bachelor				
PSYD11	Psykologi: Översiktskurs Delkurs 4. Grundläggande vetenskapliga metoder i psykologin	7.5	Y	L
PSYB15	Psykologi: Samtals- och intervjuteknik	15	Y	M
PSYE26	Psykologi: Marknadsföringspsykologi och inflytande Delkurs 2 Verktyg för påverkan: teori, metod och praktik	5	Y	M
PSYK11	Psykologi: Kandidatkurs Delkurs 1 Vetenskapliga metoder	7.5	Y	M
SAPSY	Kandidatprogram Kurs H Vetenskapsteori, metod och statistik	15	-	-
PSPR12	PSP2015 Kurs 12: Vetenskapsteori, forskningsmetod och statistik	15	N	M
PPTP04	Psykodynamisk psykoterapi - Vuxna Psykologi: Psykoterapeutiska teorier och metoder	30	N	-
PPTP05	Psykodynamisk psykoterapi - Vuxna Psykologi: Vetenskapsteori och forskningsmetodik	10	N	-
PPTT04	Psykodynamisk psykoterapi - Barn och ungdom Psykologi: Psykoterapeutiska teorier och metoder	30	N	-
PPTT05	Psykodynamisk psykoterapi - Barn och ungdom Psykologi: Vetenskapsteori och forskningsmetodik	10	N	-
PPTN74	Kognitiv- Beteende terapi - Vuxna Psykologi: Psykoterapeutiska teorier och metoder	30	N	-
PPTN75	Kognitiv- Beteende terapi - Vuxna Psykologi: Vetenskapsteori och forskningsmetodik	10	N	-
PPTS04	Kognitiv- Beteende terapi - Barn och ungdom Psykologi: Psykoterapeutiska teorier och metoder	30	N	-
PPTS05	Kognitiv- Beteende terapi - Barn och ungdom Psykologi: Vetenskapsteori och forskningsmetodik	10	N	-
PPTR04	Familjeterapi Psykologi: Psykoterapeutiska teorier och metoder	30	N	-
PPTR05	Familjeterapi Psykologi: Vetenskapsteori och forskningsmetodik	10	N	-
BVGA41	Beteendevetenskaplig grundkurs, delkurs 7 och 8	10	N	L

School of Social Work

The School of Social Work has a range of methodology courses available at the BA and MA levels. The courses vary in size from small to medium and they are all open to other students to apply.

Code	Name	Cred.	Open ext.?	Size
Masters				
SOAN55	Socialt arbete: Vetenskapsteori, metod och analys	15	Y	-
SOAP12	Grundläggande psykoterapiutbildning på psykodynamisk grund Delkurs 1: Teori och metod	20	Y	S
SOAP14	Grundläggande psykoterapiutbildning på kognitiv-beteeendeinriktad grund Delkurs 1: Teori och metod	20	Y	S
SOAP15	Grundläggande psykoterapiutbildning i familjeterapipå systemteoretisk/interaktionistisk grund Delkurs 1: Teori och metod	20	Y	S
Bachelor				
SOAA11	Socialt arbete: Grundkurs Delkurs 3: Teori och metod i socialt arbete	9	Y	M

Service Management & Service Studies

The Department of Service Management & Service Studies has a range of methodology courses available at the BA and MA levels across 3 subjects: service management, logistics service management and equality and diversity management. The courses vary in size from small to large and most of them require registration in a programme to be eligible to apply.

Code	Name	Cred.	Open ext.?	Size
Masters				
-	Joint course for all three specialisations in the Master's Programme in Service Management Term 2 Methods in Social Sciences	15	-	-
Bachelor				
KSMC41	Service management Termin 4 Metod och analytisk färdighet	-	N	L
LSMA33	Logistics Service Management Term 3 Service management: Metod och analytisk färdighet	-	N	M
EDMB22	Equality and diversity management Term 2 etod och analytisk färdighet	-	N	M
EDMA63	Metodologisk fortsättningskurs ur ett genusvetenskapligt perspektiv	7.5	N	S
EDMA64	Metodologisk fortsättningskurs ur ett service managementperspektiv	7.5	N	S

Sociology

The Department of Sociology has a wide range of methodology courses available at the BA and MA levels available across various subjects: sociology, social anthropology, pedagogy and social ethnography. The courses vary in size from small to large and they are mostly all open to other students to apply.

Code	Name	Cred.	Open ext.?	Size
Masters				
SOCN06	Sociologi: Metod och samhällsanalys	15	Y	S
SANN03	Socialantropologi: Teori- och metodkurs	15	Y	S
SANN04	Samhällsvetenskaplig etnografi	15	Y	S
PEDN08	Pedagogik: Metod och organisationsanalys	15	Y	S
Bachelor				
SOCA13	Sociologi: Socialpsykologi Delkurs 2. Metod	7.5	Y	L
SOCA45	Sociologi: Klass, kön och etnicitet Delkurs 2. Metod	7.5	Y	M
SOCA63	Sociologi: Organisationer och sociologiskomvärldsanalys Delkurs 2. Metod	7.5	Y	S
SANA13	Socialantropologi: Grundkurs Delkurs 2: Antropologisk teori och metod	7.5	Y	M
SOCA04	Sociologi: Fortsättningskurs Delkurs 4: Metod och självständigt arbete	7.5	Y	L
SOCK04	Sociologi: Kandidatkurs Delkurs 2. Metod	7.5	Y	L
SANK02	Socialantropologi: Kandidatkurs Delkurs 1 Antropologisk metod	7.5	Y	S
PEDK01	Pedagogik: Kandidatkurs Delkurs 2. Forskningsansatser och metoder inom pedagogisk forskning	7.5	Y	S
PEDK21	Pedagogik: Arbetslivspedagogik: Kandidatkurs Delkurs 2. Vetenskapliga inriktningar och metoder inom pedagogisk forskning	7.5	Y	S
SOCA74	Sociologi: Kriminologi Delkurs 3. Metod	7.5	-	L
SOCA83	Sociologi: Fortsättningskurs i kriminologi Delkurs 2. Metod	7.5	-	S
SOCB21	Sociologi: Vetenskapsteori	7.5	-	M
SOCB25	Sociologi: Teori och metod	15	Y	M

Sociology of Law

The Department of Sociology of Law has a selection of methodology courses available at the BA level. The courses vary in size from medium to large and they are all open to other students to apply.

Code	Name	Cred.	Open ext.?	Size
Bachelor				
RÄSA02	Grundkurs - introduktion tillrättssociologi Delkurs 3 Rättssociologi: Samhällsvetenskaplig teori och metod	7.5	Y	L
RÄSA03	Rättssociologi: Grundkurs Delkurs 2: Teori och metod	10	Y	-
RÄSA23	Rättssociologi: Rättssociologisk fortsättningskurs Delkurs 2, Samhällsvetenskaplig teori och metod - rättssociologiskaperspektiv fortsättning	10	Y	M
RÄSK02	Rättssociologi: Examensarbete för kandidatexamen Delkurs 1 – Samhällsvetenskapliga teorier och metoder	15	Y	L

Strategic Communication

The Department of Strategic Communication has a range of methodology courses available at the BA and MA levels.

Code	Name	Cred.	Open ext.?	Size
Masters				
-	Master Degree Programme in Strategic Communication Term 1 Philosophy of Social Sciences	7.5	-	-
-	Master Degree Programme in Strategic Communication Term 2 Qualitative methods	7.5	-	-
-	Master Degree Programme in Strategic Communication Term 3 Quantitative Methods	7.5	-	-
Bachelor				
-	Kandidatprogrammet i strategisk kommunikation Termin 3 Introduction to research methods and academic writing	15	-	-
-	Kandidatprogrammet i strategisk kommunikation Termin 6 Forskningsmetoder i strategisk kommunikation	7.5	-	-
-	Kandidatprogrammet i strategisk kommunikation och digitala medier Termin 3 Introduction to research methods and academic writing	15	-	-
-	Kandidatprogrammet i strategisk kommunikation och digitala medier Termin 6 Forskningsmetoder i strategisk kommunikation	7.5	-	-
KOMC14	Public Relations och strategisk kommunikation i nya medier: perspektiv, praktik och metoder Delkurs 3: Introduktion till forskningsmetoder	7.5	Y	S

4

The Teaching Academy at the Faculty of Social Sciences

Lena Eskilsson
Vice Dean, Faculty of Social Sciences

Theme: Pedagogic development

We have noticed that many international teachers – and we have a fair few of you on our roster – have little or no idea what the Teaching Academy at the Faculty of Social Sciences is all about. We asked Vice Dean Lena Eskilsson to explain a bit more.

The Faculty of Social Sciences aims to foster an organisational culture where both teaching and research are given due prominence and are valued with the same care and systematic approach at both the faculty and the department levels. One way of doing this is to establish an organised and recognised way for university teachers employed at the faculty to have their teaching qualifications assessed and rewarded.

To that end, the *Teaching Academy at the Faculty of Social Sciences* was launched in 2011. Today, the academy has some 40 members belonging to one of two categories: *Qualified Teaching Practitioner (QTP),* or *Excellent Teaching Practitioner, (ETP)*.

Membership benefits

An appointment as ETP brings with it a salary supplement equivalent to that of a *docent* appointment. A QTP appointment will mean a salary supplement of half that amount. When the Academy convenes, you will get to meet and share information with peers from around the faculty with a documented interest in pedagogical matters, and expertise in a variety of pedagogical methods.

Applying to become a member of the Academy

Applicants to the teaching academy are to submit a teaching portfolio, a CV, a recommendation from the head of department and a certificate of completed consultation with two colleagues. Applications are processed by an especially appointed assessment panel comprising Academy members who have themselves been appointed Excellent Teaching Practitioners, and an external teaching expert. It is strongly recommended that applicants take the yearly *portfolio course* to gain a fuller understanding of how it should be structured (it is not mandatory, however). *Application deadline is September 15.*

Assessment

The actual assessment is based on a selection of predetermined criteria – including indicators describing how they may be manifested. The criteria and indicators should be highlighted and verified in the applicant's teaching portfolio and CV. As part of the assessment process, the applicant is also called to an interview with members of the assessment panel. After processing an application, the assessment panel submits a recommendation to the Board of the Faculty of Social Sciences for a decision on appointment as a *Qualified Teaching Practitioner* or *Excellent Teaching Practitioner* – or makes a decision not

to put the application to the Board. We outline a simplified timeline of the entire process in the figure below.

Here follow the formal faculty information about eligibility and assessment criteria (lightly redacted to minimise redundancy)

Qualification requirements for academic appointments

A person who has demonstrated teaching expertise and completed five weeks of training in teaching and learning in higher education or has acquired an equivalent competence is qualified for appointment as professor or senior lecturer at the Faculty of Social Sciences. According to Faculty guidelines, candidates must be able to document a minimum level of teaching experience depending on the type of position; the standard figure for appointments as professor and senior lecturer is 1600 hours.

Assessment for appointments of accomplished and excellent teaching practitioners

Teaching skills will be assessed with reference to two levels – qualified and excellent teaching practitioner. All criteria for each stage should be achieved, but may be differently weighted depending on which type of position or person specification is being considered. All the indicators for each criterion need not, however, be relevant for all assessments and are not to be regarded as exhaustive. In other words, it is possible to refer to other indicators, provided that they are clearly related to the relevant criterion. The criteria and indicators should be highlighted and verified in the applicant's teaching portfolio and CV.

A. The *qualified teaching practitioner* is to show the following in his/her teaching portfolio:

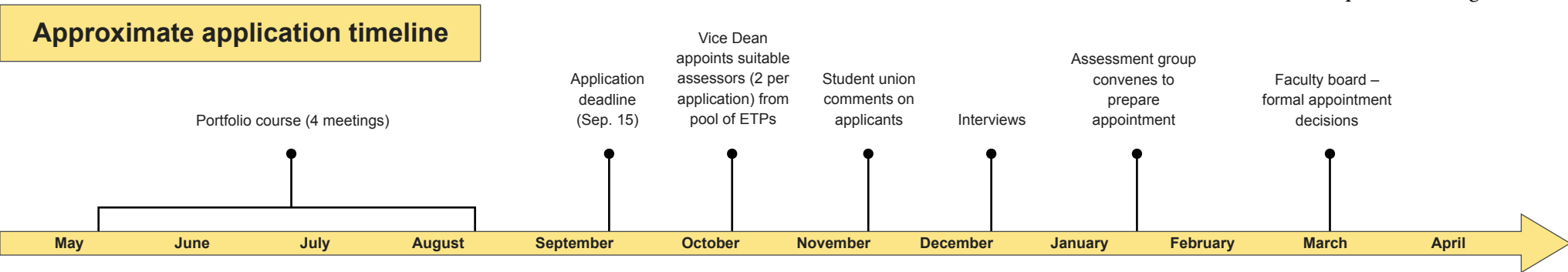**1. An approach that promotes the students' learning process**
- Works on the basis of a conscious educational ethos and develops a teaching practice that is based on an understanding of the students' learning process
- Works consciously on the basis of the goals and frameworks for higher education and makes these clear to the students
- Assumes that student groups will be diverse and have varied experiences
- Helps students to place individual course components in a broader context and creates continuity for students through cooperation with other lecturers
- Develops and varies forms for constructive and clear feedback to the students
- Uses course evaluations and other forms of student influence to develop the education provided

2. A basis in research and a scholarly approach that reflects subject breadth and depth
- Connects his/her teaching to relevant research that illustrates developments in the subject
- Demonstrates a reflective and critical approach to the subject and to his/her own teaching of the subject
- Encourages a scholarly, reflective and critical approach in the students

3. Teaching skills and commitment
- Is well-informed of different teaching methods, their conditions and consequences
- Develops different forms of teaching and examination and adapts them to the needs of the students, the nature of the subject and the aims of the course
- Develops different types of teaching materials
- Creates a meaningful dialogue between students and lecturer and a good teaching environment
- Creates the conditions for students to develop their learning and achieve good results

Approximate application timeline

Portfolio course (4 meetings) · Application deadline (Sep. 15) · Vice Dean appoints suitable assessors (2 per application) from pool of ETPs · Student union comments on applicants · Interviews · Assessment group convenes to prepare appointment · Faculty board – formal appointment decisions

May · June · July · August · September · October · November · December · January · February · March · April

4. **Holistic view and interaction**

⦿ Leads and develops courses and tuition

⦿ Develops and runs different forms of interaction for lecturers, students and administrative staff with the aim of ensuring high quality in education

⦿ Makes it clear to the students how the course/programme as a whole contributes to the development of skills, knowledge and judgment

5. **Continual improvement and in-depth reflection on the basis of knowledge of teaching and learning**

⦿ Problematises and develops course content and forms of tuition in discussions with colleagues and students

⦿ Reflects on his/her own contribution to support the students' learning process and critical approach

⦿ Continues to develop his/her educational approach with the help of theoretical training in teaching and learning in higher education and subject didactics

B. The *excellent teaching practitioner* is to show progression of items 1-5 above and the following in his/her teaching portfolio:

6. **Skills in leading, organising and reflecting on educational development**

⦿ Promotes educational development, interaction and participation within the organisation

⦿ Successfully conducts strategic development and management tasks in education

⦿ Reflects on communication and learning in development processes

⦿ Develops and disseminates knowledge and skills by participating in professional training and conferences on education, producing teaching materials and articles, among other things

⦿ Leads the development of different forms of teaching and examination

⦿ Helps other lecturers develop in a collegial manner

⦿ Demonstrates the ability to listen and assimilate good ideas from students and colleagues

7. **Ability to enable creative dialogues within and between different subjects and the surrounding community**

⦿ Creatively queries both form and content within the education sector

⦿ Inspires students to apply their critical thinking and develop their generic skills in a creative dialogue

⦿ Develops educational activities in collaboration with colleagues, management and administration as well as with other stakeholders within and outside the University

⦿ Plans teaching on the basis of multifaceted research perspectives and in relation to the world at large

⦿ Successfully broadens his/her teaching to encompass the surrounding community

⦿ Reflects on the role of communication and learning in dialogues within and between different subjects and the surrounding community

5

Developing
pedagogical skills:
tools and resources

Theme: Pedagogic development

The Faculty, and the University, offer specific resources to help teaching staff develop their pedagogical skills. Here is information about some of these resources – and in the next section you will learn about an important pedagogical project carried out by two Graduate School teachers.

Faculty Funding for Educational Projects

The Faculty regularly announces funding rounds for educational projects. Applicants can get up to one month of paid salary to devote themselves to a particular topic of interest, or in the official wording to "encourage the realisation of projects and ideas on educational development that promote students' learning and their learning environment." In the next section you can read about one such project that relates to Graduate School's *internship* course and that was funded in this way. We at Graduate School enthusiastically support such initiatives as we can see immediate and highly valuable benefits – as the report about the internship project amply demonstrates – and it is likely that we would want to highlight any such projects in future issues of this newsletter. After all, your teaching is at the heart of what we do. So... do you have an idea? Feel free to come discuss it with us to learn how we can support you, but most important: apply!

As this newsletter is being prepared an application deadline is looming. To be considered for funding this autumn, you must hand in your application by **May 15**. Instructions specify that funding should be used to "develop teaching methods, educational leadership, collaboration in teaching teams and teaching materials or the equivalent [which does provide a lot of conceptual freedom] Please note that applications for projects aimed at regular course development will not be considered." Also make sure that you have secured the approval of your department's director of studies, as department planning constraints can conceivably limit your opportunities to apply.

For more information and application form visit: tinyurl.com/eduproj2017 (that page is mostly in Swedish, but you will find links to English resources halfway down the page). Applications are to be submitted by email to Malin.Schatz@sam.lu.se.

Pedagogical Courses

The university offers different courses to hone teachers' pedagogical skills. In most but not all cases, courses are devised by the Division for Higher Education Development which is a part of the faculties of the humanities and theology (more info here: www.ahu.lu.se/en/). Some courses are initiated by that division, but individual faculties also have the option to ask for tailor-made solutions. As a teacher, you will hardly ever encounter the tangled web of organisational and financial solutions to make this happen, but will each term be presented with a list of upcoming courses. Most terms, a number of courses will be in English, and this autumn is no exception. This is what's on offer (and you need to apply by **June 1**):

- **Learning and teaching in higher education: a web-based introduction**
  (2 weeks)

  Course information:

  This course is part of the compulsory qualifying teacher training and open to all faculties at Lund University. The course serves as an introduction to learning and teaching in higher education for teachers on all academic levels – from PhD-students to professors – with no formal training in this area. The course serves as an alternative to the learning and teaching courses given by the faculties and can generally replace these courses. The workload on the course equals two weeks of full-time work (i.e. 80 hours). For doctoral students the course is evaluated to ECTS credits by your faculty.

- **Learning and teaching in higher education: continuation**
  (3 weeks)

  Course information:

  The course is addressed to teachers at Lund University. It builds on the introductory course in learning and teaching with focus on student learning from a course leader perspective. During the course, participants are given the opportunity to apply theory in their own teaching context. A project is carried out focusing on course development.

  The continuation course equals three weeks of full time work, i.e. 120 hours. For doctoral students the course is evaluated to ECTS credits by your faculty. The course comprises activities on the course web, 3 scheduled face-to-face meetings and individual work.

- **Open Networked Learning**
  (2 weeks)

  Course information:

  This course addresses teachers, course designers, educational developers and learning technologists in higher education. It presents opportunities to explore a multitude of aspects of Open Networked Learning with colleagues from around the world in a multidisciplinary and cross-cultural context. ONL utilises open, collaborative learning practices, a problem-based learning format and aims to build personal learning networks. The course models the use of freely available social media tools and a platform that does not require extensive technical expertise to be mastered and implemented. The focus is on how available digital technologies can support course design and extend opportunities for collaboration, engagement and learning.

More information about the courses can be found here: tinyurl.com/pedcourses2017

E-learning resources

Kaltura

Do you want to dip your toe into the e-teaching water? This is in fact something of a University priority, and Vice-Chancellor Torbjörn von Schantz blogged about it as late as this February – and announced that a special pot of money (SEK 1M) has been set aside in the 2017/18 period for a blended learning project.

If you are interested in developing e-lectures, the university has bought a site-wide license for a programme that really helps called *Kaltura*. It is remarkably easy to use to record lectures either as audio files, video files or Powerpoint with sound and (optional) "talking head" overlays.

The university access page can be reached via LU Play, here:

tinyurl.com/kalturaLU (you may have to locate LU in a list as a login process is required). A real benefit is that you will be able to do everything from recording to publishing in a single, logical and easily graspable workflow. You download the software (available both for Macs and PCs), and from then on you can either use the software itself, or get it up and running from the web page we link to above.

Studio resources

Did you know that the Department of Political Science has built its own in-house studio? Well it has, and the main advantage is that it includes a professional-grade sound booth where you can, for instance, use Kaltura and expect sterling sound in your recordings (sound is generally more important than picture quality, as we tire very quickly when listening to sub-standard sound in video material. For important Skype (or equivalent) meetings, the studio is also a much better option than your vanilla office laptop – again, the sound is superior, and it does help that the studio computers use devoted ethernet connections. Up to three people (at a stretch) can use the studio for these purposes. By this autumn, the studio will also have the option to record seminars in an interconnected seminar room. Mikael Sundström (mikael.sundstrom@svet.lu.se) can provide more information.

Speaking of studios, our friends over at AHU (the people who manage the higher ed courses we discussed earlier) also have studio equipment, and the expertise to help you realise even fairly complex tasks, such as setting up interactive classrooms. Do you want to find out more? Contact their tech wizard Staffan Lindström (staffan.lindstrom@ahu.lu.se).
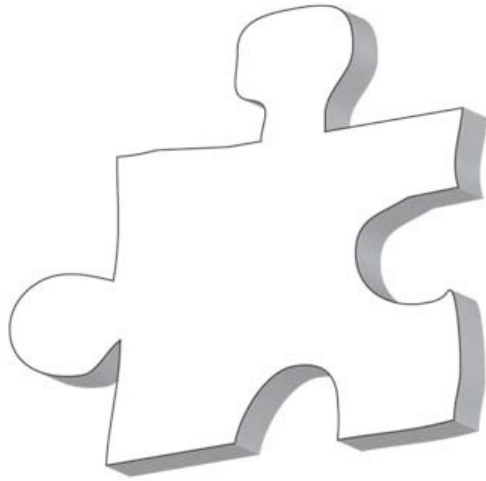
6

Internship courses: What's in a name?

Theme: Pedagogic development

Internship courses attract increasing student interest. They differ markedly from our staple courses, and we need to understand more about how they work and how they can be further developed. Graduate School internship course coordinator Catia Gregoratti from the Department of Political Science and Lisa Eklund from the Department of Sociology (also teaching at Graduate School) were recently granted some Faculty funding to start this important work. Here are some of their findings.

Catia Gregoratti

Lisa Eklund

We all know of colleagues in our respective departments who coordinate one or more internship courses. From our pedagogical trainings we may also associate internship courses with the notion of *experiential learning*, but few probably know how many internship courses we have within our Faculty or even what an internship course entails in practice. What exactly are the courses that our students follow while undertaking the internship? What are their learning outcomes? And what teaching and learning activities are used to support students' learning?

These are just some of the questions that informed a pedagogy research project that we jointly carried out in 2016 with financial assistance from the Faculty of Social Sciences (henceforth the Faculty). In what follows, we outline some of the main research findings that emerge out of a mapping exercise and a content analysis of all the syllabi of all the internship courses within the Faculty, three focus groups as well as a survey sent to students who did not undertake an internship. With this article we hope to pique some curiosity in what is a substantive but often not very visible or much talked about area of pedagogical work.

Armed with some precious research time, support from Graduate School, as well as superb voluntary research assistance from Lyudmyla Khrenova, our project commenced with a broad mapping of internship courses offered within the Faculty. The earliest syllabi we could find were two syllabi approved by the Board of the Department of Political Science back in 2007. In 2016, the Faculty offered 42 internship courses with one programme director indicating that at least two more were "under development". The profile of coordinators and teachers on these courses is gendered. According to the data we have collected, most courses are taught by women (59 %). Moreover, staff teaching on the courses are often employed as senior lecturers (63 %), while professors are the only staff category not represented. Like Ross Perlin – the author of the widely acclaimed book *Internship Nation* – we can't help but wondering if there is a distinct lack of prestige associated with developing and teaching on internship courses.

The content analysis of 35 publicly available syllabi revealed common patterns but also what we deem to be important silences. The vast majority of syllabi state that it is the responsibility of students to identify a host organisation. Learning objectives tend to converge around the aim of "applying theory to practice", while some syllabi go further and talk about "linkages between theory and practice", suggesting a cross-fertilisation between the two. What theories the students should take to the internship or how to allow for theory-practice linkages can hardly be inferred from the syllabi alone, as only a handful specify clear TLAs or course literature. Another important observation that transpires

from our study of the syllabi is that most courses seem to take place immediately before the thesis course, but only one syllabus explicitly encourages students to think of the internship as an experience that can enable thinking around the formulation of a thesis topic, a research question, or even data collection.

The second step of our project involved a closer and more focused study of the set-up of internship courses in or closely related to Development Studies, which is the study area where much of our (the authors of this text) teaching and research takes place. To this end, we organised three focus groups respectively with support staff and teachers, bachelor students and master students. The discussions with support staff and teachers highlighted the very diverse ways in which internship courses can be set-up and the different TLA that can underpin them. Some courses are tightly structured around a course that runs in parallel to the internship and asks students to conduct for example a project evaluation, while others are more laissez-faire, simply expecting the submission of a summative report at the end of the internship. The majority of the courses however structure TLAs around a set of reflection papers followed by a larger writing project in the form of a report. Other important points transpiring from these discussions pointed to difficulties in promoting collaborative learning across the whole internship class as well as the flexibility that teachers have to exercise when students are unable to find the time to complete assigned coursework.

On their part, students who went on an internship suggested that their main motivation for doing an internship was to get work experience in "the real world" – a widely repeated phrase. Most students reported having found the internship on their own with different levels of support from the University, teachers and social networks. Across the board our focus group participants indicated they had learnt something, even if this learning strayed away from the learning objectives laid out in course syllabi. When eliciting reflections some students recalled having "applied the tools learnt at the University", however many also spoke about "self-discipline", "taking responsibilities", and "working in an organisation". Inevitably, discussions also pivoted on the amount of work students are asked to perform throughout the internship. One student for example recollected "fighting deadlines", while another remembered feeling wedged between the demands of the internship host and the University. We also dared to initiate a discussion on what an ideal internship course would look like. Many students seemed to want a University with the capacity to better vet internship hosts and have dialogues with them on a regular basis. During the internship they also longed for better spaces to share experiences and enter into

dialogue with each other, and many resorted to communicating with each other on social media platforms such as Facebook.

And what about students who haven't enjoyed the privilege of doing an internship and enrolling in an internship course? To find out what the obstacles for undertaking an internship were, we also conducted an online survey among 72 students registered in the Bachelor's programme in Development Studies (BIDS) and the three programmes offered by the Graduate School who had not undertaken an internship. We excluded the Master's programme in International Development and Management (LUMID) because internships are a mandatory component of the programme. Among the 45 students who responded, 71 % initially wanted to take an internship course. Reasons deemed "very important" or "rather important" for not doing so are captured in Figure 1.
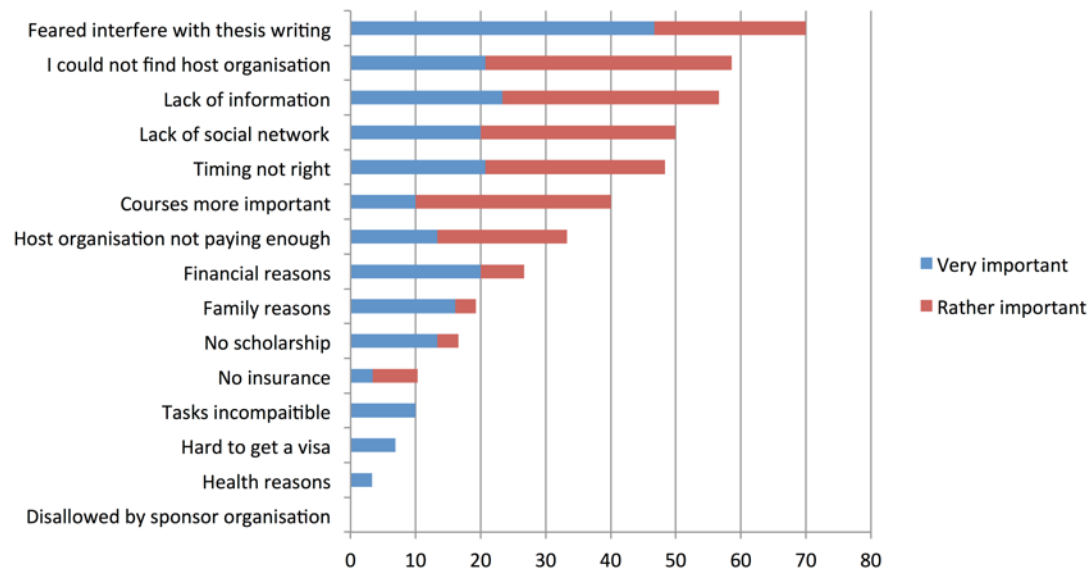

Figure 1. Reason for not undertaking an internship (per cent giving the answer)

As seen from Figure 1, fears that the internship would interfere with the thesis was the most commonly stated reason for not undertaking an internship, combined with not being able to find a host organisation and lacking information and a conducive social network. Interestingly, and against a background of literature that often labels these students as those who "can't pay to play", financial reasons do not feature as highly as we originally expected.

Figure 2 illustrates the number of hours students spent looking for an internship. While almost half the student spent less than 10 hours looking for internships,

17% spent close to a week and another 17 % spent more than a week. One student even commented: "I'm not sure [how many hours I spent], but I have some regrets: it influenced my studies negatively".

As seen from Figure 3, in the end 40 % never contacted an organisation, another 40 % contacted 1-5 organisations and 17 % contacted 6-10 organisations. One student contacted 20-25 organisations to no avail. These data suggest that the responsibility for finding a host organisation falls heavy on some students.

A participant in one of our focus groups voiced a poignant concern: "internship courses were squeezed into several programmes as afterthoughts". While we do not have arguments for or against this contention, what our research reveals is that internship courses have mushroomed and are likely to be part of Faculty programmes for the foreseeable future. Moreover, whether successful in securing an internship or not, an overwhelming number of students in Development Studies wish to secure an internship, spending a considerable amount of time looking for a host. How do we move forward from here? First of all, we think the learning objectives of these courses should be clearly discussed with each student prior to and during the internship. Secondly, we need to consider what demands may be placed on students who are working full-time and reportedly struggle to find the time to complete coursework. Lastly we may wish to reflect on whether the learning management tools we have at our disposal – e-mails, Live@Lund or LUVIT – can effectively be harnessed to create e-classrooms. We believe that these issues should continue to animate our collective thinking and pedagogical discussions across departments and programmes.
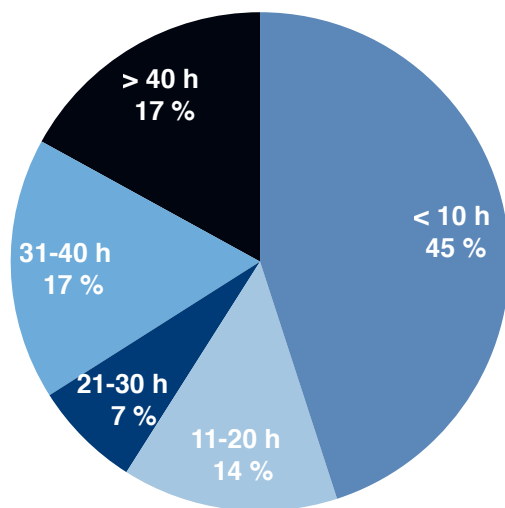
Figure 2. Hours spent looking for internships
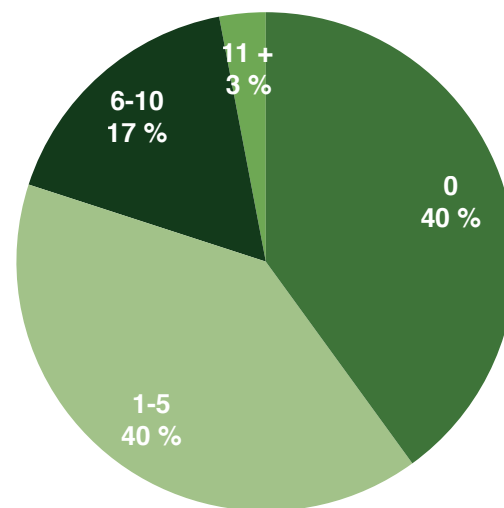
Figure 3. Number of organisations contacted

Graduate School Students: Outbound!

We here complement Catia's and Lisa's thought-provoking report with some added information about our own internship courses (mainly SIMR41). Graduate School students are very interested in internship opportunities, and, being an international bunch, in many cases opt to go abroad, see figures 4 and 5 below. Catia's dedication is both valued and in fact necessary to keep the complex internship courses humming along – another reason we were more than happy that she got funding to probe deeper into associated challenges and opportunities.

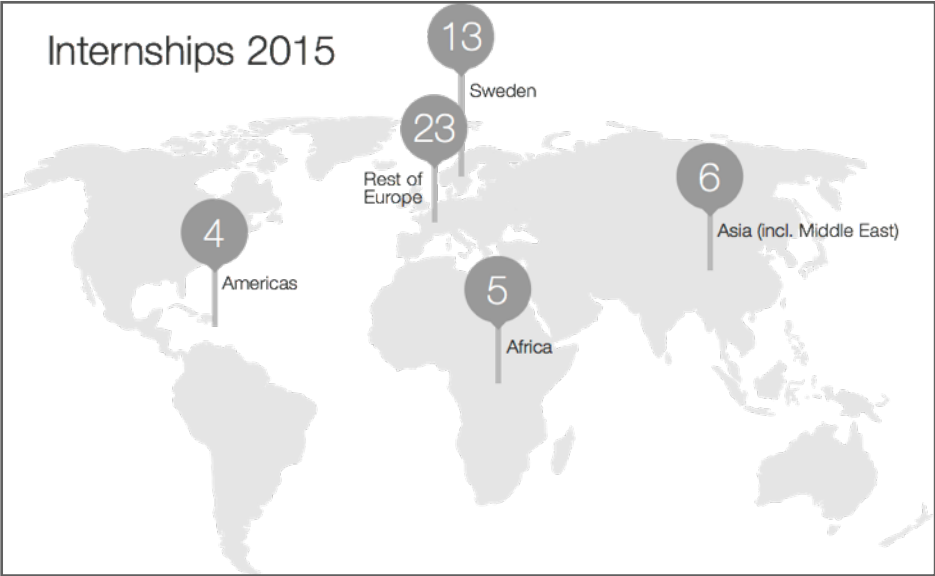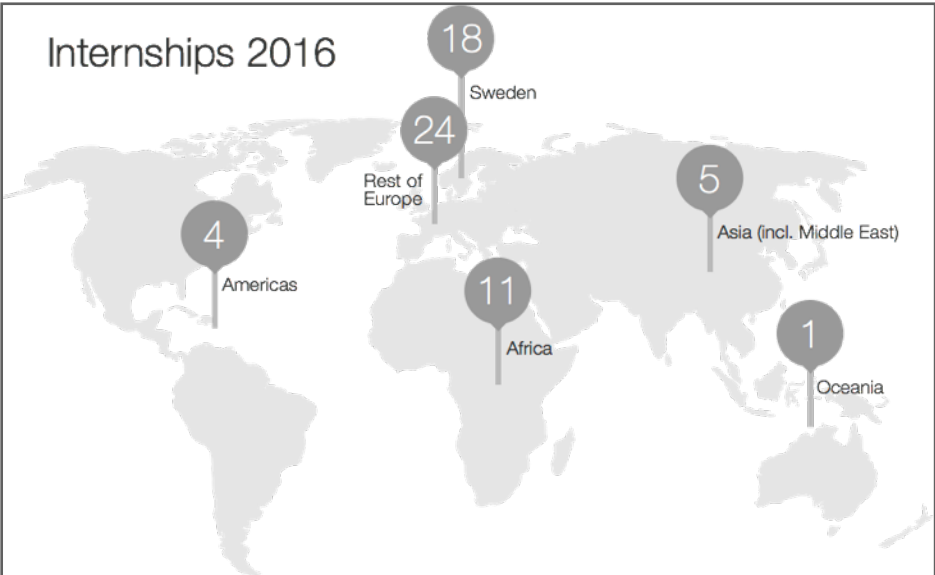*Figure 4. Outgoing internship course students 2015*

Figure 5. Outgoing internship course students 2016

7

Internationalisation of the curriculum

Shoshana Iten,
Programme coordinator
Graduate School

Theme: Pedagogic development

*Graduate School organised an "internationalisation café" during the **Global Week** that connects to the LU jubilee events. Our friends at External Relations had invited Jos Beelen to talk about internationalisation of the curriculum, and how many different things that can actually mean.*

We then picked up the baton, and some 30 guests —most international —visited our little café to discuss, workshop-style, a range of challenges and opportunities, and to take inventory of many of the great ideas out there.

The formation of Graduate School was a result of long discussions and reflections about how the Faculty of Social Sciences could develop and run its own international programs. The topic of internationalisation is by no means a new one, and it continues to feed our thinking at every level – in the classroom, in the administration, and in our interaction with each other outside the classroom. It is sometimes easy to forget that this was one of the main missions of Graduate School at the beginning, and during this year when we turn 10, it seems quite relevant to think back on this theme, and reflect on what we have achieved and where we wish to go in the next years. Global Week gave us some impetus to start these wheels churning.

Jos Beelen's talk

Jos Beelen is one of the leading figures in Europe when it comes to the topic of internationalisation of the curriculum (IoC). In short, curriculum can be understood in the formal sense, but also in the informal sense – the surrounding structures, department, university, larger community - as well as in the hidden sense – all the unwritten rules and norms. This is a complex term, and curious readers are urged to look more closely at some of the references provided at the end of this piece.

Jos Beelen
tinyurl.com/josbeelen

When discussing IoC, many focus on mobility, offering courses in English, and hiring international staff. These can be seen as tools for internationalisation, but are not the ends, and they do not necessarily lead to internationalisation. We can further break down IoC into mobility and internationalisation at home. In reality, most students are not mobile in the formal sense, and many programs that offer mobility neither require this nor integrate this experience back into the curriculum. Therefore, the largest area of potential IoC is "internationalisation at home." Beelen defines this as "the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments." The key words here are *purposeful* and *all*, meaning that there is a larger and conscious intention with the international aspects, and that all students within a certain curriculum are included.

There are no shortcuts or checklists to how this is achieved. Some of the main challenges that Beelen identifies are lack of resources as well as lack of knowledge and training among academic staff in this field. He suggests a reflection and clarification of the vision, bringing the stakeholders together, providing structured professional development, and engaging academics in the discussion as the next steps. We look forward to the possibility of rekindling this discussion!

The Internationalisation Café

During Global Week, Graduate School was invited to organise an event around the theme of "internationalisation of the classroom." Thirty participants from partner universities – mostly international coordinators, but also some teachers and a student representative – attended and shared their experiences on the following five topics:

- Marketing, recruitment, admissions (nominations)
- Soft landing: Practical aspects (housing, bank), welcoming, introductions
- Internationalisation in the classroom
- "Homemaking" for international students and programs
- Formalising the internationalisation of the curriculum

The workshop was organised using a *dialogue café* format whereby participants could freely choose which table they wished to attend. There were four 15 minute passes for discussions, and participants could either remain at their table or move to another one to discuss another topic. There was a host at each table taking notes on the inventory of initiatives/activities, the main challenges, and the best practices. At the end, each host made a short presentation to share with all participants the main discussions at their table.

Café cookies

The following is an overview of the finding at each table, summarising the main challenges and best practices.

Table 1: Marketing, recruitment, admissions (nominations)
Here, participants examined issues surrounding marketing, recruitment, and admission, identifying commonalities as well as differences in both purpose and practice of recruiting and admitting international students. The purpose of recruiting international students varied from practical to aspirational, with some universities admitting international students to increase revenue, meet the need of national quotas, or to fill vacant places in underproducing programmes, while others sought to improve student body diversity, bring international perspectives home to local students, or bolster the prospects of building international research teams by admitting international bachelor and master students. Post-matriculation student retention challenges as well as issues regarding admission of refugee and undocumented students were also discussed in addition to the main topics.

Challenges

- EU universities that have introduced tuition fees have noticed a negative effect on the diversity of applicants.
- Increasing much needed revenue from international students while still maintaining academic standards is a challenge.
- Universities open to admitting refugees often experience difficulty in verifying degrees and merits and have also reported a disparity between applicant's skills in academic writing and university requirements in language and writing skills.
- Different expectations for academic structure can lead to disappointment or confusion for international students.
- Tuition fees can be a deterrent for luring bachelor level exchange students back to return for master level studies.
- Retention difficulties with students who leave on exchange and don't return to complete the programme cause a "brain drain."
- Differences in international grading systems create challenges in fairly assessing and admitting applicants.

Best Practices

- Potential candidates for admission are invited to an interview in the final round of the selection process.
- Using video interviews as part of the application process provides a more complete profile of the applicant and indicates which applicants are truly committed to applying to your university.
- When references are used, actively contact the referees named and inquire about the applicant.
- In marketing, purposefully select target market countries and tailor marketing content to those markets.
- Summer mini-courses for international students can increase international student body while attracting some students who might not be able to participate in a full programme or can provide a taste of the student experience, creating potential interest in applying for full time studies.
- Universities that have a high number of international students can adjust their academic calendar to accommodate international students. For example, a university with many American exchange students may want to adjust their academic calendar for exchange students around the Christmas holiday so that students can travel home for the holiday.
- Create placement tests for refugee students to determine their skill level in a field of study.
- Fees for free-mover exchanges keep international participation high while adding to revenue.
- Create cooperations with private organisations that can help international students improve their language skills and connect with universities to which students may apply later.
- Institute a refugee fund to collect donations to provide scholarships for refugee students.

Table 2: Soft landing: Practical aspects (housing, bank), welcoming, introductions

Participants shared and discussed the various types of support services they currently offer at their respective institutions and, in so doing, tried to identify some of the most prominent challenges, as well as pinpoint several best practices.

Challenges
- Implementing/encouraging collaboration between national and international students, in order to mutually benefit both student groups.
- Distribution of information; specifically, successfully providing information surrounding the "formal", "informal" and "hidden" components of the curriculum.

Best Practices
- Collaboration between national and international students: providing initiatives for national students in order to encourage an involvement with newly arrived international students (i.e. additional financial initiative for renting out their flats to incoming students); shared accommodation between national and international students; forming buddy/mentor system by coupling national students who have previously been abroad with newly arrived international students
- Information: providing clear and concise information that is well proportioned out over time so as not to overwhelm or be overlooked by students; providing information and support that is available and VISIBLE throughout the entire exchange/program; offering clear instructions/policies surrounding the adding/dropping of courses and other formal aspects of the curriculum
- Offering added support services, i.e. access to accommodation agencies/databases; presence of relevant businesses-bank, transportation, home supply, etc.-at arrival in order to help students through these processes.

Table 3: Internationalisation in the classroom

At this table participants discussed how "hands-on" approaches such as incorporating personal experiences of the students into the classroom experience, language, as well as integrating the surrounding international research environment can contribute to the internationalisation of the classroom.

Challenges
- Not all teachers want to teach in English, and in order to have international students it is necessary to have a sufficient supply of courses in English.
- A perceived fear of lower quality in teaching – how to attract good international students?
- Different academic cultures, for example, when it comes to how to behave in the classroom, academic honesty and how to work in groups, which is important to introduce to international students.
- An implication of having few courses in English is that they tend to be filled up by international students, which means that local and international students take more or less separate courses – a challenge when trying to integrate international and local students and for internationalisation in the classroom in a "natural way".
- Another challenge is to better make use of local students coming back from an international exchange.
- The lack of resources, time as well as money, was seen as an important challenge in order to work with internationalisation in the classroom, such as developing courses in English.
- Teachers have very different backgrounds and work in different ways – flexibility was mentioned as a positive thing, but the diverse backgrounds and approaches to internationalisation at the individual level also makes it difficult to formulate a coherent approach.

Best practices
- Flexibility – to some extent – was regarded as important in this work, however, some also argued that at least some guidelines for teachers involved would be a good thing.
- Crash courses for incoming international students, one or a few weeks prior to the actual courses, in order to have all students on somewhat the same level when the courses start. An example was non-European law students coming to the UK: here introduction to European law was necessary in order for them to be able to follow the courses. It was emphasised that some subjects by their nature is more prone to "internationalisation".
- Some mentioned the importance of mixing local and international students in classes as well as group work, as a "natural" way of internationalisation in the classroom.
- Having student mentors for international students was also a positive experience.
- "Hands-on experience" can be a good way to integrate international students, with examples from diverse topics such as design and medicine.
- Making sure to mix students (international and local) in group assignments, as well as using the fact that there are students from different places in a class when discussing different topics, can contribute to internationalisation in the classroom.
- Some subjects per definition are more international, such as for example international business, which makes it easier to have an international perspective in teaching.
- An international research environment was also seen as positive for internationalisation, for example by making it easier to use English when teaching – many had experiences of teachers being reluctant to have courses in English.

Most universities/departments/programmes seem to have central-level activities during the initial welcoming period when international students arrive (mentioned also at other tables). Some programmes, faculties and departments continue with social activities, mentorship programmes and other strategies make international students feel more integrated and secure throughout the programmes, but most seem to focus primarily on the initial welcoming period.

Challenges
- Supporting students in the "informal" curriculum are related to the diversity of the student body (academic background, knowledge, skills, culture, language, etc)
- Tendency for students to stick to their own kind throughout the programmes
- Difficulty in attracting students to events, information overload, and lack of interest on the part of local students to integrate the international students.
- While some participants mentioned the importance of including students (student associations or informal groups of students) in arranging and taking charge of social activities, it was also mentioned that this was often difficult as there is such a high turnaround and lack of knowledge transfer between the batches

Best practices
- Ongoing buddy/mentor system: One way to incentivise the senior students was to develop mentoring into a leadership opportunity whereby they were able to provide a set number of hours (in this case 20) during a period, and would be able to include this position on their CV.
- Language café, where departments host events allowing students to practice or speak various languages at different tables in a café setting.
- Physical space for students to meet, socialise and use during evenings and even weekends.
- Building bridges to the local community through offering free language classes and local internships.
- Creating possibilities for students to build linkages to the local labour market. One example was the introduction of a mandatory language requirement to ensure that students would be able to stay on after their studies and obtain work in their field.
- Job fairs that allow international students to meet local companies and organisations.

At this table participants discussed the universities' regulatory documents, such as strategic plans etc, as well as other formal documents (syllabi, diploma, exchange agreements).

Challenges
- How to put the strategic documents into practice and also who can act on the strategic documents.
- Administrators can sometimes feel they have their hands tied since they are not in a decision making position.
- Need to broaden the idea of internationalisation, since it often stays at the level of providing more courses in English and offering courses in English language to members of staff.
- The perspective of internationalisation comes in much too late in the process of changing for example a programme.
- The fear of an even heavier workload was discussed. If a teacher would like to implement the perspective of internationalisation in a course it might require reworking the syllabus and schedule as well as reading in on new literature. This kind of developing work takes both time and effort. More resources are needed when (re-)creating courses and programmes in order to fully integrate the perspective of internationalisation.
- On the student side one challenge seems to be integration of international experience in the study programme. Although several participants had examples of how they try to do this, it seems the full value of an international experience is evident to the students only after the programme is finished. Perhaps that amount of time is needed to be able to fully reflect on the experience?
- The political situation in the world today (Brexit, Donald Trump as the American president, war in Syria) was also brought up as a challenge to internationalisation.
- Erasmus is a big contribution to internationalisation but is described in both positive and negative terms. The bureaucracy around it is a negative but the requirement of a report after the exchange is considered a positive.

Best Practices
Participants discussed several good ideas in progress at different departments and/or already part of the routine. Generally, the activities were related to students or staff actually going abroad – but not all of them. From these examples it is clear that there are ways to do internationalisation at home. The activities mentioned could be divided into activities for students and activities for teaching staff.

Some examples of student related activities were

⊛ Having one year abroad as part of all programmes

⊛ A mandatory, interactive course for all outgoing students

⊛ An electronic portfolio for students containing their international experience

⊛ Making international experience visible in the diploma supplement

⊛ Reflection assignment and "welcome home meeting" for students coming back from exchange or internship abroad

⊛ Kent University has a "Global Passport" – a fake passport in which the student gets a stamp for participating in an international activity

⊛ Rewarding ECTS credits for participation in international activities on campus

⊛ Double degree programmes with universities abroad

Examples of formalised activities related to staff were

⊛ Exchange for staff

⊛ Reflection assignment for staff coming back from exchange

⊛ Including internationalisation in quality assurance of new programmes or courses, or similar

⊛ Having requirement of motivation of how a new course takes internationalisation into consideration

⊛ International research teams

Additional reading

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https://www.sensepublishers.com/media/2594-global-and-local-internationalization.pdf

Leask, B. (2012). *Internationalization of the curriculum in action. A guide: University of South Australia.* Leask, B. (2015 in press). Internationalizing the curriculum. London: Routledge.

Leask, B. (2009). Using formal and informal curricula to improve interactions between home and international students. *Journal of Studies in International Education,* 13(2), 205–221.
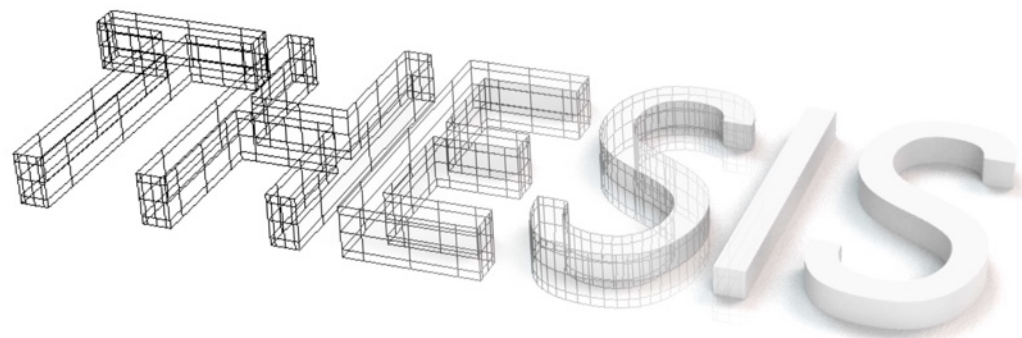
THESIS
INTRODUCTION DAY

8

Thesis introduction day

Theme: Pedagogic development

At Graduate School, we are trying something new this year, in order to prepare our students better for their eventual thesis work. To that end, our Directors' team has planned a Thesis Introduction Day just before the summer break, where second term students will get a chance to think hard about thesis issues long before the potentially panic-inducing thesis course actually starts. Have a look – and do tell us if you have tried something similar, and/or want future feedback about this event.

Rebecca Selberg
Programme Director
Social Studies of Gender

Karin Steen
Programme Director
Development Studies

Annika Bergman
Rosamond
Programme Director
Global Studies

Chris Swader
Methods Director

The Day at a Glance

09.15 – 09.45 — **Intro with the Graduate School Programme directors**
All master programmes meet together to receive information on the Thesis Introduction Day as well as information about the master thesis course.

10.00 – 10.45 — **Programme meetings**
Programme directors meet with their students in order to provide programme-specific information about the thesis process, focusing on timelines, advisor assignment, thesis topics and more.

11.00 – 12.00 — **Inspirational lectures**
Two short talks to inspire students in thinking about writing a thesis and choosing a potential research topic:

Erik Hannerz (Sociology)
Qualitative ethnomethodologist working on Punks and Graffiti Artists

Diana Mulinari (Gender Studies)
The role of social science and social scientists in relation to social change

12.00 – 13.00 — **Lunch**

13.15 – 15.00 — **Research Abstracts**
Students often find it difficult to start the actual writing process. Often, it helps to "visualise" the different parts of the thesis. Such visualisation together with other students can tease out new ideas and approaches and help you kick off your own writing process.

Students are divided into groups across masters programmes to work on a fictitious thesis research design. 1st hour: make a rough research design: define a research problem/puzzle, formulate a research question, suggest methods to collect, construct, analyse and interpret data. 2nd hour: present these ideas to other classmates.

15.00 – 15.30 — **Coffee**

15.30 – 16.30 — **Department info – majors**
Departments provide department-specific requirements for the thesis.

16:45-17.00 — **Using online library resources as a starting point**
The focus is on how to use the library system to find previous years' theses; to look up keywords in databases as a way of framing theses concepts; and how to use Lund university research portal as a starting point for finding current & interesting research.

17.00 – late — **Social Activity** (organised by the student union)