



LUND  
UNIVERSITY

## Graduate School

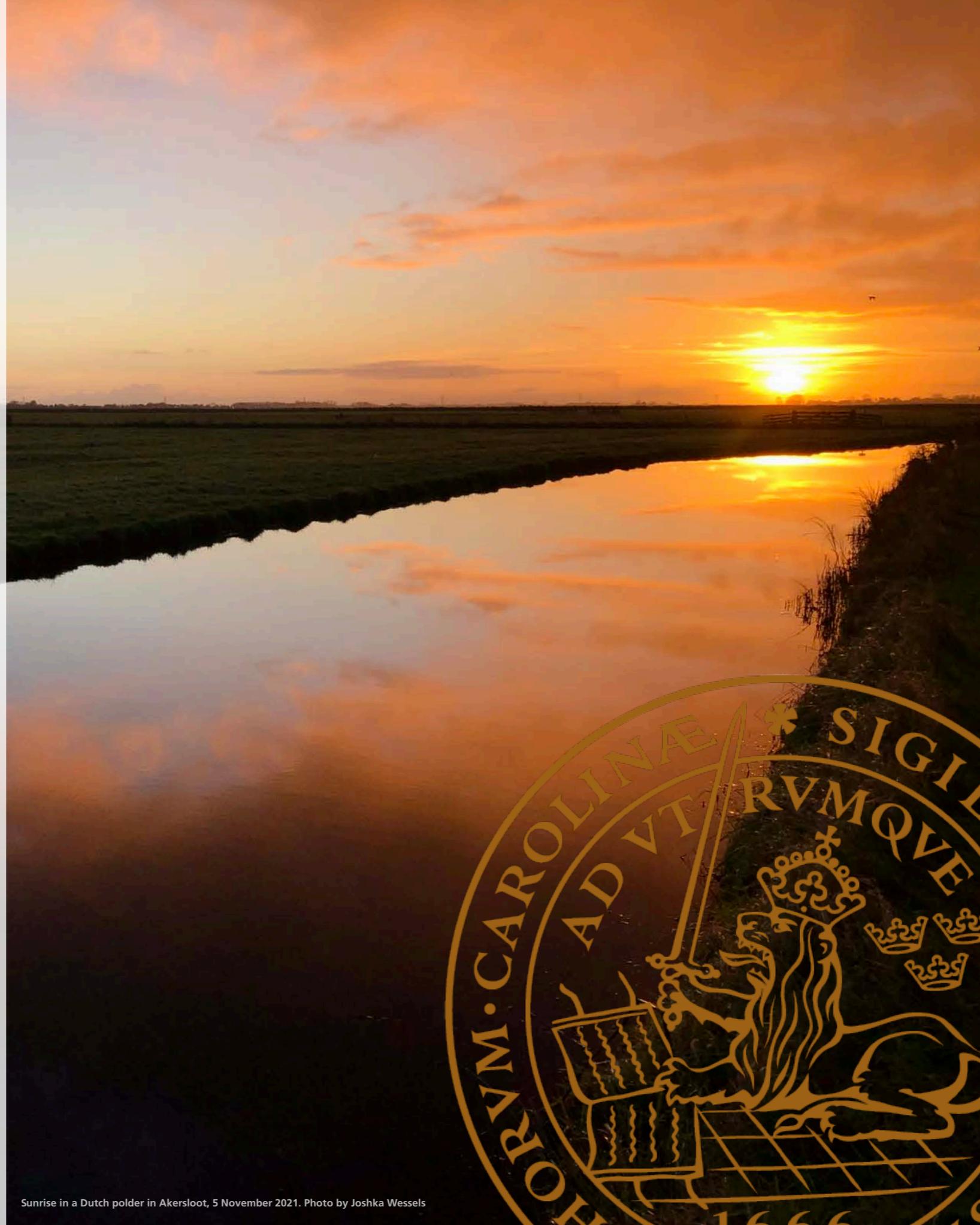
FACULTY OF SOCIAL SCIENCES

# TEACHER TIMES

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Issue 11, Autumn 2021



# LETTER FROM THE DIRECTOR OF STUDIES

## Praise you like I should

*This is my last letter as Director of Studies to all you fantastic Graduate School teachers, admins, supervisors, examiners, directors, coordinators, helpful colleagues and friends. I get the opportunity, later in this issue, to reflect a bit more on my seven-year tenure, but here I would like to thank you all for everything you have achieved throughout this period. A while back I came across a Shona definition of Ubuntu, which ran along the lines of “I am because we are”. That is a wonderful and multifaceted – almost kaleidoscopic – sentiment with humbling connotations. To my mind there is an Ubuntu element to organisations too – in some cases a dormant potential, in some cases a living aspiration, and in some privileged cases recurring glints of togetherness when harmonies align and we suddenly feel carried along together, working to improve things and to help each other just for the joy of it. I have experienced more of that in these seven years than at any other point in my career. If that wouldn’t be a source of genuine and enduring gratitude – what would? Graduate School is because we are, and I bow out very much in tune with Fatboy Slim’s lyrics:*

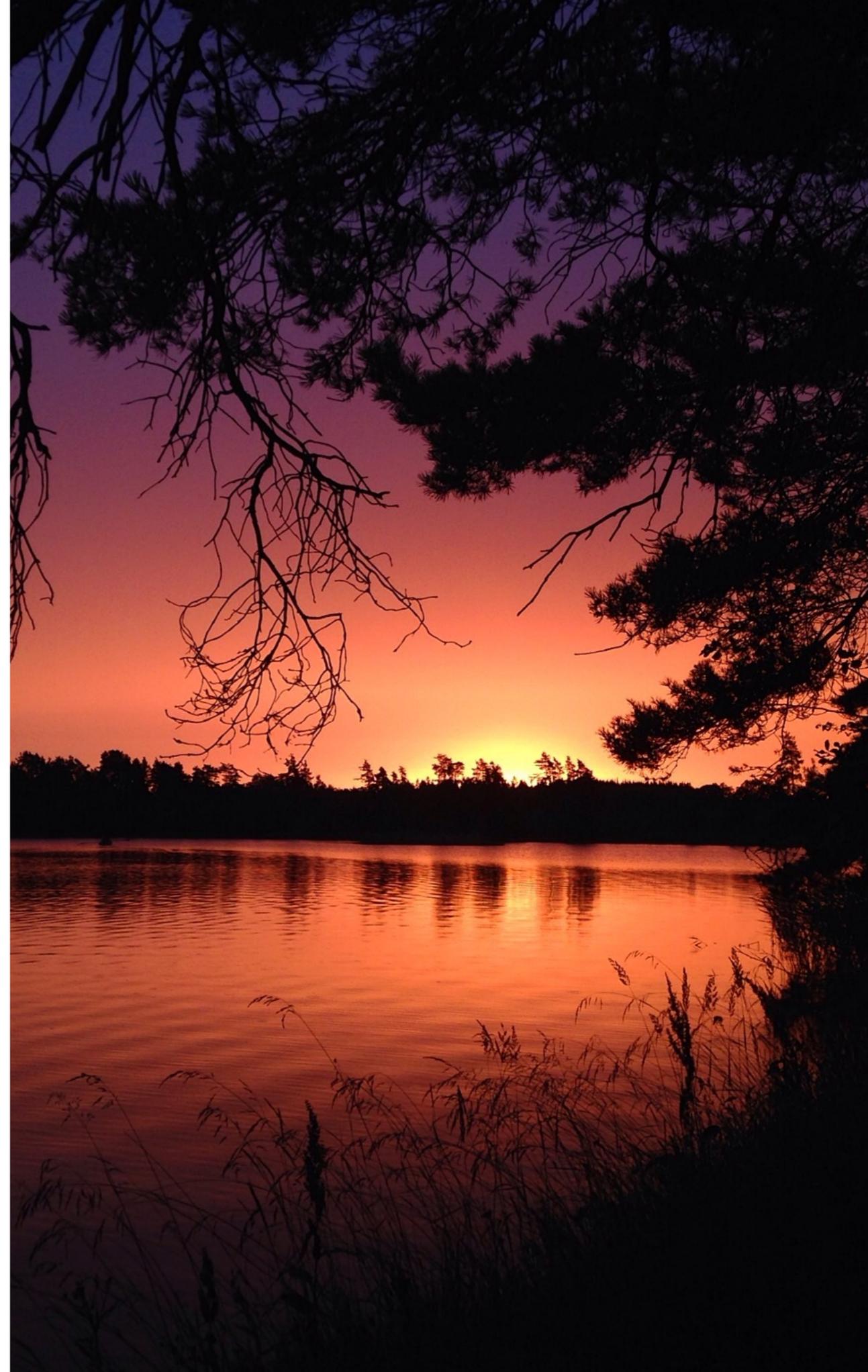
*We’ve come a long, long way together  
Through the hard times and the good  
I have to celebrate you, baby  
I have to praise you like I should*

*Mikael Sundström, December 2021*



Mikael Sundström  
Director of Studies

You get this newsletter because you teach 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 colleagues.



# WHAT'S BREWING

Here you can read about staff changes and some of the things we are currently working on. We also add information about events that may be of more general interest to teachers.

Graduate School –  
news and information



Annika Hughes  
Information Coordinator



## Staff News

As you will read more about later in this issue, Mikael Sundström's tenure as Director of Studies ends this year, and in 2022 Chris Swader will replace him and Helen Wiman will head the "Mission Control" team.

Milan Burke is on a leave of absence in the spring, while Bulëza Emerllahu will be returning from her maternity leave.

On top of his duties as incoming Director of Studies, Chris will remain in charge of the new Social Scientific Data Analysis programme, to mind the first cohort's progress through the system. Kadri Kuusk will continue to share the duties of the Methods Director with Shai Mulinari this spring.

Our student receptionists this autumn are Zhanyi (Ilya) Xing and Utku Vurucu – welcome aboard!

## Spring Methods Courses

The spring methods course cluster has been finalised and we are offering the following methods courses this coming spring:

*Period 3, March 23 to April 29*

SIMM16 – Introduction to Quantitative Methods, 7,5 credits

SIMM25 – Fieldwork, 7,5 credits

SIMM30 – Participatory Methods of Change and Development, 7,5 credits

SIMM34 – Digital Media Research, 7,5 credits

SIMM55 – Research Interviews, 7,5 credits (NEW)

SIMM56 – Process Tracing, 7,5 credits (NEW)

*Period 4, May 2 to June 5*

SIMM23 – Theory of Science for the Social Sciences, 7,5 credits

SIMM27 – Methods of Text and Discourse Analysis, 7,5 credits

SIMM29 – Evaluation Research, Theories and Methods, 7,5 credits

SIMM32 – Quantitative Methods: Multivariate Analysis, 7,5 credits

SIMM35 – Digital Ethnography, 7,5 credits

SIMM48 – Qualitative Analysis and Coding (using software), 7,5 credits

## SIMM55 – Research Interviews

This new methods course provides a theoretical understanding of and practical training in the research interview method. The aim of the course is to provide the student with the tools they need to design, plan and execute a scientific study using the research interview method.

The focus of the course is on conducting interviews, the role of the interviewer/moderator, the relationship between the interviewer and the interviewees, and practical circumstances in planning and conducting research interviews, including face-to-face interviews and online interviews, single interviews and group interviews, elite interviews and non-elite interviews, and field interviews. The course also situates research interviews within the broader methodology of social science/differentiates research interviews from other research methodologies in social science, discusses the intellectual history of the research interview method, epistemological issues relating to interviews, what research questions are appropriate studying with research interviews, ethical issues related to research interviews, and offers a brief primer on analysing interview data.

## SIMM56 – Process Tracing

This new course explores the core elements of process tracing, by focusing on both the theory side of what we are tracing (the causal processes or mechanisms) and the empirics (evidence of the operation of the causal mechanism). The course aims to provide the students with the necessary tools, enabling them to apply process-tracing in their own research.

Process tracing is a research method which is increasingly used in the social sciences and in policy evaluation. Process tracing is about unpacking a causal process in a case and tracing how it worked empirically, which enables strong within case inferences about causal processes.

The course situates process tracing in the methodological field, relating it to other small-N analysis as well as large-N analysis. It provides an understanding of the ontological and epistemological underpinnings of the method.

## Autumn Methods Workshops

As in previous years, Graduate School helped organise the Autumn 2021 Methods Workshops. This year the workshops were coordinated by Chris Swader (our future Director of Studies!) and Nils Gustafsson who is taking over the role of Faculty Methods Coordinator from him.

The main objective of the annual workshop series is to provide teachers, researchers, and PhD candidates with the opportunity to broaden and deepen their knowledge of research

methods. This year, we coordinated a total of nine workshops (five quantitative methods and four quantitative methods workshops) stretched over two months, from early September through late October. We collaborated again with our co-sponsor from last year, COMPUTE research school, on two of the quantitative methods workshops. We had almost 250 applications, most of whom are teaching or research staff members at the Faculty of Social Sciences, followed by doctoral students from across the university.

More information about this year's workshops: [tinyurl.com/GSMethodsWS2021](https://tinyurl.com/GSMethodsWS2021)

More information about COMPUTE: [tinyurl.com/LUCompute](https://tinyurl.com/LUCompute)

## GSAA

As you can read about in more detail later in this newsletter (see page 30) Graduate School Alumni Association (GSAA) has developed and launched a mentoring programme. In this pilot cohort, five students and alumni will meet twice a month and discuss professional and skill related topics. GSAA hopes that this mentoring programme will help students network, get insights into different working cultures and develop new skills. In the next few weeks, GSAA is also planning career events and interviews with alumni.

## Equality and Diversity Group

Graduate School's Group for Gender Equality, Diversity and Equal Opportunities was established earlier this year, and the group recently met for their fifth meeting! To this point, we have devoted most of our time to discussing two main areas: course evaluations and course literature. Our aim throughout these thematic discussions is to find ways in which various areas at Graduate School can be improved, by way of including equality and diversity perspectives, and ultimately make concrete suggestions for changes and improvements.

## Pedagogical Development: Notes & Dates

### Pedagogical Projects

Permanently employed teaching staff at the Faculty of Social Sciences are eligible to apply for support in the form of time set aside for development.

Successful applicants will receive financial compensation for a maximum of one month full time, which is to be used to develop teaching methods, educational leadership, collaboration in teaching teams and teaching materials or the equivalent.

Some of the funds have previously been targeted at projects that promote e-pedagogy, digitalisation of education and the digital work environment.

A call for applications is made annually each spring. For more information, visit: [tinyurl.com/GSeddevlink](https://tinyurl.com/GSeddevlink)

### Time to apply: courses for teaching in higher education spring 2022

Teachers and PhD students at the Faculty of Social Sciences are now invited to apply to courses for teaching in higher education taught in the spring 2022. Most of the courses had an application deadline of the 29th November but there is one course where application ends 7th February 2022: The Good Lecture

Please see [tinyurl.com/SamFakKurser](https://tinyurl.com/SamFakKurser) for application details and below for more information.

### The Good Lecture

The Good Lecture is an elective course in the qualifying programme in teaching and learning in higher education at Lund University. The course is intended primarily for academic teachers with experience lecturing and it is an advantage if you take the course during a period when you have lectures of your own. Teachers who meet these criteria are given priority for space in the course, but all teachers are welcome.

A large proportion of academic teaching is in the form of lectures. This has advantages and disadvantages, some of which we explore in the course. We also look at different approaches to giving and evaluating lectures. As a participant in the course you will deepen your understanding of the lecture as a teaching method and gain practical experience developing your own lectures

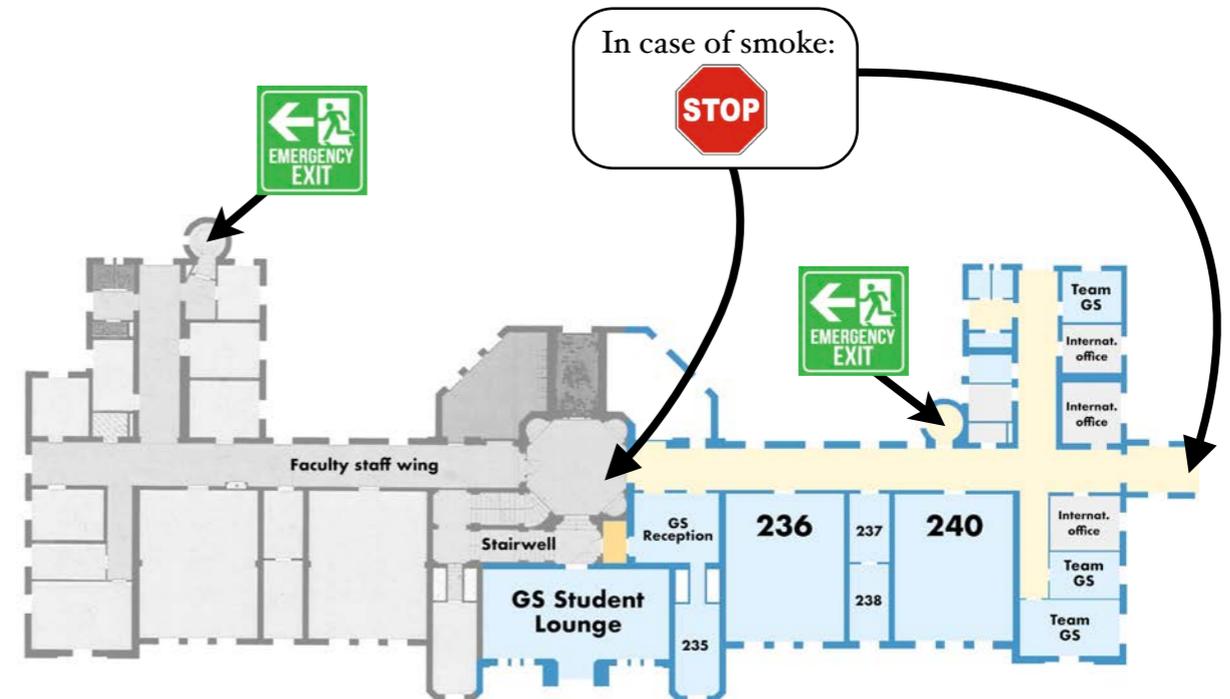
### Pedagogical and Methods Training Rolled into One

After a successful pilot initiated by Mimmi Barmark in 2019, we are happy to once again be able to open a version of our course Introduction to Quantitative Methods to teachers in 2022. It will be called Teaching Quantitative Methods (SIMM16). Participants follow the first part of this course but study texts on subject-didactic aspects of teaching quantitative methods and statistics in addition to the regular required reading, and reflect on them in relation to experiences from the course. We are also expanding the trial to include a second option: Teaching Qualitative Methods with Computer-assisted Qualitative Data Analysis software (SIMM48). The Faculty's staff pages will shortly list both options - [tinyurl.com/SamFakKurser](https://tinyurl.com/SamFakKurser)

## Safety note

Many of you visit Graduate School or teach in one of our two lecture theatres. We think it is important that you know something about what to do in case the building needs to be evacuated (e.g., if there is a fire). A common mistake noted in our fire drills is that students (and maybe staff too on occasion) tend automatically to head for the main stairwell – even when smoke is in evidence. In a live situation that could turn out to be a lethal mistake. Once in the Graduate School / International Office corridor, there are two additional ways out: you can use the corridor leading over to the Dept. of Gender Studies (unless, of course, that should be barred or smoke-filled), and an emergency exit. We ask you to note the location of this exit, which seems to be easy to overlook.

Once evacuated, staff and students in the building should congregate at the front of the building by the sign shown to the right. The lawn at the back of the building sport similar signs, but they pertain to neighbouring buildings



# Did you miss it? Previous Teacher Times articles

This is the eleventh issue of *Teacher Times*. In each issue we provide updates about currently important events, dates etc., but also longer articles about aspects we think it might be interesting to learn more about – and where rich information in English is often unavailable. Did you miss anything? All issues are available here: [tinyurl.com/teachertimes](http://tinyurl.com/teachertimes)

## Information about the Faculty, LU and LU units

Pufendorf IAS – what is that? (issue 5)  
LU international collaboration: LERU & U21 explained (issue 5)  
The Academic Support Centre – what is that? (issue 5)  
The Paradise Quarter renovation project explained (issue 5)  
The Faculty International Office – what can they do for you? (issue 6)  
The Rector's [vice-chancellor's] Office (issue 7)  
The Legal Division (issue 7)  
Faculty of Social Sciences – a History (issue 8)  
New University Leadership – Interview with our previous Pro-Dean, Deputy Vice-Chancellor Lena Eskilsson (issue 10)  
Quality Assurance processes (issue 10)  
353 years of archiving (issue 10)

## Introducing systems and administrative processes and units

Heads-up: Kaltura – a system to record videos (issue 2)  
Heads-up: TorTalk – a text-to-speech system (issue 3)  
Behind the scenes – a look at formal administrative units around the faculty (issue 3)  
The admissions process – how does it work? (issue 4)  
Heads-up: LexisNexis: a database with 3,000 international newspapers (issue 4)  
The Canvas system explained (issues 6 & 8)  
LU employee benefits that you may not be aware of (issue 6)

## Graduate School development

Methods: a development roadmap (issue 1, follow-up issue 4)  
Thesis Introduction Day: a Graduate School Project (issue 2)  
Rolling out the Thesis Preparation Track (issue 3, 4, 5, 6)  
A look at the history of “our” building that turns 150 this year (issue 4)

Sexual Harassment – what we can do to address the problem (issue 4)  
Middle Eastern Studies @ Graduate School (issue 6)  
SI mentoring (issue 6)  
A new course: Experiments in the social sciences (issue 6)  
Making better use of our rooms: a corridor project (issue 7)  
Social Scientific Data Analysis: a new Graduate School programme (issues 7, 8 & 10)  
Beyond Corona – What Happened in 2020? (issue 9)  
Middle Eastern Studies Integration (issue 9)  
Graduate School Alumni Network (issue 10)

## Pedagogical challenges, opportunities, and development

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Funding and Other Resources for Development Projects (issue 2)  
Understanding Internship Courses: a Development Project (issue 2)  
Internationalisation of the Curriculum (issue 2)  
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Teacher opportunity: Erasmus+ (issue 5)  
Classroom as a contested space: a workshop (issue 6)  
Graduate School and Corona (issue 8)  
Formative Evaluation (issue 8)  
Corona and online teaching resources (issue 9)  
The Corona Diaries Project (issue 9)  
The Corona Experience (issue 9)  
Vice-Chancellor's Corona Report (issue 10)  
Digital learning environment (issue 10)

## Major reports & special issues

10 years of Graduate School and a look to the future (issue 3)  
Faculty methods courses: an international comparison (issue 3)  
What to think about AI? (issue 4)  
Programme Conclave 2018 report (issue 5)  
Mentorship report (issue 7)

# INCOMING! GRADUATE SCHOOL'S NEW MANAGEMENT TEAM

*Helen and I will take over the leadership roles that Mikael has engaged in so well over the past years and we are very excited to be joining the Graduate School team. We are both not strangers to Graduate School. I have been a Methods Director here for a few years, have coordinated Grad School courses, and I was also involved in launching the Social Scientific Data Analysis master programme, for which I am still acting as Programme Director. Helen has worked with Graduate School staff and processes in a variety of ways, especially in relation to the management of PhD courses.*

*What is quite clear to everyone is that Graduate School works well because of the hard work and dedication of many people: teachers from many departments, Programme Directors, and of course our excellent staff. Helen and I have the humble goal of making sure that we continue to provide great education for our interdisciplinary students from all over the world.*

*Have a lovely holiday season!*

*Chris Swader and Helen Wiman*

## New management team



Chris Swader  
Incoming Director of Studies  
Graduate School



Helen Wiman  
Incoming Mission Control  
Team Leader



# OUTGOING SEVEN YEARS AT GRADUATE SCHOOL

*After a seven year stint, Mikael Sundström is stepping down as Director of Studies at Graduate School. We asked him to reflect a bit on this period.*



Mikael Sundström  
Outgoing Director of Studies  
Graduate School



There is a German saying that goes like this: *Alles hat ein Ende, nur die Wurst hat zwei*. The sentiment has clearly struck a chord – literally so, as it gave rise to an unlikely 1986 hit by Stephan Remmler. It can be found using the link at the end of this paragraph, and I highly recommend that you check it out, but beware that its catchy kitschiness will have you mumbling the terrible lyrics for the rest of the day: [tinyurl.com/GSwurst](http://tinyurl.com/GSwurst)

Anyway, Swedes have historically been eager to absorb Teutonic idioms\*, and so we are still occasionally saying, in suitably philosophical tones: “Allting har en ände, bara korven den har två”. I have never personally seen or heard an English equivalent, but mighty Google assures me that “Everything has an end, except the sausage that has two” is out there, ready for perusal – indeed that the saying is based on Francis Beaumont’s 1613 comedy *The Knight of the Burning Pestle*. The gist is at least clear: there is an end to everything, even if sausages stand out a bit, and that feeling is very much alive in me as I write this piece.

“ *Alles hat ein Ende, nur  
die Wurst hat zwei*

In December 2014, I noticed a send-out from the faculty flicker by in my inbox. Retrieving it from the trash folder whence my twitching index finger had automatically sent it, I saw that Graduate School needed a new Director of Studies. I contacted the faculty leadership to see what this might be all about, and was encouraged to submit my application. I did, and was soon sitting in my new office and in a fog of embarrassing ignorance about almost anything and everything related to Graduate School. My predecessor was already off when I sauntered in, but fortunately the brilliant office team (Milan Burke, Helena Falk and Shoshana Iten) had held the fort, and soon straightened me out.

As organisations develop, they go through periods of change, and calmer periods of integration and absorption, when implemented changes settle. The biggest Graduate School upheaval of all was of course establishing this novel organisational idea in the first place back in 2007, and I actually marvel that it could be done at all. Guided by my two predecessors Kjell Nilsson and Lena Örnberg, the administrative setup and the three original programmes had gradually found their basic form, and when I came onboard the organisation was ready for another period of expansion and change.

Under the stewardship of Chris Swader and Shai Mulinari (and lately by Kadri Kuusk) Graduate School has radically expanded its methods offerings, both to students and staff

(Graduate School administers the highly successful faculty methods workshops, now coordinated by Nils Gustafsson). This provides a platform for another leap: the imminent faculty Methods Centre, which I believe has the potential to become a vital strategic resource in the years to come. Chris was also instrumental in setting up a new programme, the *Social Scientific Data Analysis* programme, which accepted its first cohort this term. We also absorbed the *Middle Eastern Studies* programme when its old organisational home, the Centre for Middle Eastern Studies, was refurbished. And then there was Corona, which forced us, like all others, to adapt extremely rapidly. In short, we have experienced change, and lots of it.

It became clear, in the Corona period, that the Graduate School organisation needed an upgrade. Because we did not have a proper Head, some vital information flows simply eluded us; the expansion of the administrative crew to match the increasing number of programmes, courses and students also required added management capacity. Coming changes to these core functions will eventually allow Graduate School to be a viable option if the faculty leadership comes up with new ideas that do not obviously have a home at any of the individual departments. The foundation of the new Graduate School organisation is established as we speak and my current role will, sensibly, be split into two components.

I have every confidence that the incoming dynamic duo, Chris Swader and Helen Wiman, will serve with distinction, and take Graduate School to new and exciting places. Not only are they highly capable people, but they are also supported by the brilliant “Mission Control” crew, and the equally splendid team of Directors. Anne, our two Annikas, Bulëza, Frankie, Kadri, Katie, Lucie, Marta, Milan, Rola, Shai and Yagmur – who could ever ask for a more dedicated and resourceful group of collaborators? I will be cheering you on from the sidelines, and as a Graduate School teacher.



But what about learning? Profound insights? Well, profound or not, my sense that working with people is hard but rewarding has certainly been powerfully reinforced.

I started intellectual life as a staunch individualist, avoiding group work whenever feasible as I imagined that I could probably do the whole thing better myself. Then something happened.

Most people would probably be hard pressed to state with any level of certainty the moment when a fundamental personal trait started to change. I have been through at least two such pin-pointable and cathartic moments. Age 16, passable amateur badminton player Micke met a girl at some party who mentioned in passing that she enjoyed that sport.

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\*) My personal favourite example is “Ont krut förgås inte så lätt” (Bad gunpowder does not easily perish) intending to convey that bad stuff is hard to weed out. And “weed out” is about right, because the German original is “Unkraut vergeht nicht so leicht”, literally meaning that it is hard to get rid of... weeds. But “Unkraut” (weeds) sounded more like the Swedish word for “krut” (gunpowder), so... let’s use that then!

“*Martina gave the shout, and a few days later I was drinking deep from a deluxe-sized can of whup-ass*

With a Billy Idol sneer the overly confident young man suggested that, hey, if you want to go for a game some time, gurrrrrl, then just give us a shout and, you know, maybe I can teach you a li'l old thing or two. Martina – the name is burnished in my memory – gave the shout, and a few days later I was drinking deep from a deluxe-sized can of whup-ass. When the tenth service return was unreachably smashed into a corner of the court I could feel something turn inside my mind – a sudden dawning realisation that crude mental categorisations what men or women might or might not be capable of was perhaps not a wholly viable way to look at the world. That lesson has stuck.

Ten years later I was a student of political science. In my third term, I ended up in a class helmed by the one and only Magnus Jerneck (when he was in the zone, he was in the *zone*). I was placed in a group together with Björn Badersten, current Head at the Department of Political Science, and Jonas Tallberg, now a celebrated professor in the field at Stockholm University. Let's just say that I was pretty quickly stripped of any lingering assumptions that I was a uniquely gifted intellectual creature. That in itself was a valuable if a bit belated realisation, but the experience also unlocked in me something completely unexpected: a strong general appreciation for teamwork.

Graduate School is all about that, and a Director's overarching role is to facilitate, foster, and sometimes lead team work. And in that work, two conceivably banal realisations have gradually crystallised. The first one was deftly verbalised by Frankie in the admin team when he once stated that “this is a mission I can believe in”. I so agree, and that is such a powerful motivator and carrier wave. To me at least, attempting to foster a sense of team spirit would be much more difficult if the end result of all our toils would merely be more profit for some shadowy or space-faring owners. I think we could occasionally do more to remember and highlight the profits we *do* bring to the great societal table: new generations of inquisitive and sharp-minded citizens. And that is incidentally also one way to frame alumni-related work: on top of all other obvious benefits, alumni can remind us of the importance of what we are up to each day. We have a mission, a *good* mission, a mission to be proud of: let's embrace and make full use of that power source.

And speaking of power... The second thing to highlight is that there is so much electric creativity crackling everywhere at the faculty... *if you only care to look*. I really believe we should work harder, as a collective, to boost and share these innovations, and to acknowledge these innovators. This, after all, is where positive change is teased into existence, and the

many people who spend serious time and effort trying to refine what we do and how we do it deserve proper recognition. We talk a lot about how to become an attractive workplace. It is my firm view that such recognition is a vital component if we are to realise these ambitions; to note our colleagues' hard work and highlight what they are up to ought to be much more prevalent than it is.

“*There is so much electric creativity crackling everywhere at the faculty... if you only care to look*

Eight years ago, the talkshow host Skavlan was interviewing former minister (and current Liberal party chief) Nyamko Sabuni. At that point, at least, she had something of a reputation as being stingy with encouraging comments to her department underlings. Maybe, Skavlan ventured, this was a bit of a leadership issue? No, no, no, Sabuni chortled. It was perhaps true that some staff members had complained about this, but to praise minor successes was never needed. For example... here she pointed at the recently crowned skiing world champion Johan Olsson who was sitting next to her... like Johan there! Now his gold medal might just conceivably be worth a nod of approval, but what if, say, he had only been the *fifth* man in that race? Surely (indulgent laughter) no sane person would see the need to laud him then?



The teamwork philosopher as a young man

I found and continue to find that an almost hilariously mistaken view, and I refute it utterly. To exclusively celebrate world champion-sized glories is in my opinion a sure way to engender dejection in any organisation. I would instead argue that the many small wins are worth noting and highlighting – they build a whole, and they start and maintain virtuous circles. There is in my experience no need to feign and basically invent stuff to artificially prop up – so many good things happen as a matter of course in properly functioning organisational settings that we just need to stay awake to them, and make sure others see what we are seeing. Prince or pauper, everyone, *everyone* – even, I venture, Nyamko Sabuni herself – needs that occasional appreciating comment. On that note: when did *you* last send an out-of-the-blue email of support or recognition to one of your colleagues? Go on, make a difference!

Micke, December 2021

# INTERVIEW

## LUND STUDENTS' EDUCATIONAL AWARD WINNER 2021

# VASNA RAMASAR

*Earlier this year, Vasna Ramasar (LUCSUS) was one of three recipients to be awarded Lund students' pedagogical award for outstanding contributions to education. We decided to check in with her to see what tips she has for new teachers and what ideas she has for the advancement of university education.*

Lund University –  
news and information



Annika Hughes  
Information Coordinator  
Graduate School



# A chat with Vasna Ramasar

Recipient of Lund students' pedagogical award for outstanding contributions to education

*“Pedagogical innovation, responsiveness and inclusion and equal treatment are examples of criteria used to select which teachers receive the pedagogical award. The honorary award is presented each year based on nominations from the student unions, and aims to draw attention to the commendable achievements of the university's senior lecturers.”*

Lundagård 14th Jan 2021

[www.lundagard.se/2021/01/14/arets-mest-uppskattade-larare-korade/](http://www.lundagard.se/2021/01/14/arets-mest-uppskattade-larare-korade/)



**Congratulations again on being awarded the Lund University pedagogical prize 2021 – how does it feel?**

**Vasna:** I have to say it's been a couple of months now and it still makes me smile so much! It was a huge surprise as it was not on my radar, I was certainly not expecting it at all. It had been a fairly hard year for everyone in the transition to online teaching and I was so grateful just to know that the students had appreciated what we've done and the effort that I've been putting in. So overall it feels amazing!

**In their motivation, the students said that you show an openness to students which has been important and much appreciated. Your teaching style has been described as inclusive and imaginative. How would you describe your teaching style yourself?**

**Vasna:** Haha, well I would love to take those words and say that defines my style as well! But I think for me there are a couple of elements that I would think about my teaching style: one is that I am focused on the idea of emancipatory pedagogy – that our education, what we do at Lund University is about building and providing building blocks for students so that they actually feel empowered to go out there and do what they want. And secondly, in more

pedagogical terms, I also think about it as an active learning process. So when the students say that it's been interactive and engaged, for me that's really important. We need to shift the dynamic from the teacher as a holder of knowledge and the students as the ones to receive it, towards how do we learn together, how do we learn to think together and how do we bring our different strengths to the classroom? This is something that is important to my philosophy of teaching.

**How long have you been teaching and what have you learnt along the way?**

**Vasna:** Well, I started teaching when I was still in school, because I grew up in apartheid South Africa and the education system there was very segregated based on race. And growing up in an Indian school I was still more privileged than many in the so-called black or Bantu education systems. When I was still quite young I had the opportunity to help with teaching in other schools that were less privileged than ours and it's something I always loved. I continued to do that when I worked outside academia, but more in adult education. When I came to Lund University in 2009 to start my PhD, I was so excited that Lund University gives the opportunity to doctoral candidates to teach. So I took that on fully and got involved in a lot of teaching and have not stopped since then!

**That's great! And my second question, what do you feel you've learnt along the way, from those early days to today?**

**Vasna:** I have probably become more confident – I mean that comes with experience as well. Knowing that you are never going to know everything or please everyone and students are not always going to see the bigger picture of what you're doing and it's ok! I have also learnt to trust myself to go beyond the traditional ideas of how teaching and learning activities need to be arranged and allow for more experimental spaces to develop where, even as a teacher, as much as I prepare, I can't always know what's going to come out of it. So yes, those have been some of the learnings that I am grateful for.

**What are your top tips for new teachers looking to improve their teaching skills?**

**Vasna:** I think one of the things that I've learnt is the support that you can get from peers, from other people in the department and so especially for new teachers who may be nervous, talk to your peers, have that network of support, even if it's people who are more senior or more experienced than you, that's always a good guidance – see how they present, ask to attend a lecture. The other thing I would say is have fun with it – go in there and actually relax and enjoy it! You don't have to be perfect. That's not possible, don't strive for that. Just

allow yourself to be open and honest and engage with the students in that frame. I think that's actually most rewarding for students but also most appealing to them and it's also better for the teachers as well.

### **What can the university, faculty, departments do to aid pedagogical development opportunities for teachers?**

**Vasna:** I think it's really great that we do have different kinds of support and teacher education systems available to Lund University employees. Also the pedagogic conference that is organised through AHU is valuable. I think I would like to see more smaller spaces and circles of sharing, maybe at the department level and at the faculty level, where we have the opportunity to share best practice, worst practice, our things that we want to gain feedback from other people on, etc. I think that would be very nice and as part of a new pedagogic group on inclusion and diversity at the faculty, we are seeking to build this support system up. I think we've done really well during the pandemic at bringing in expertise to help us with the shift to online teaching but I would love to see that come into also just regular classroom teaching. For example, how can we use art in our classrooms as learning tools across different faculties. So it would be great to bring in some of these more innovative teaching techniques. And then the last two things which I think are really, really important is for the university to consider how do we decolonize education in a sincere way and how do we value the care work and emotional labour that comes with being a good teacher. So, in summary, my response is on several fronts. I think we have some good things, we could have some more creative opportunities and different ways to think about teaching but we also need to get some foundations right around decolonizing education and valuing care work.

### **If someone gave you a 10 million SEK grant with the aim to improve teaching at our faculty – what would you spend the money on and why?**

**Vasna:** That's a wonderful question! I mean, 10 million's fantastic – there's so much to do! I think that firstly I would want to set up a process that is both research oriented but with built-in self-reflectivity. It would be an ongoing process that we could do over maybe three to five years where we really start to learn by doing. So creating that sort of safe space where it's a hub of experimentation, and it would be a hub that allows teachers and students too – for me, this is really, really important – as well as people from the community, activists, communes, diverse sectors, to come in and out of that space. So that we are all contributing to thinking and doing pedagogy but it's also not just exclusive to one set of people but allows for movement of people in and out of the hub. I don't know if that would be a virtual hub or not but it would also be something that we really try and give space for experimentation,

time for self-reflection but build an inclusive process that allows different people to engage with it. And through all of that, I would also require the leadership of the university to really participate actively so that they also experience how it is to do things differently and to learn differently.

So that would be what I'd spend a great part of the 10 million on. I might keep 1 million or so that would be for just having these spaces of dialogue within each of the departments, where we actually try to get a very well-facilitated process of engaging all teachers in conversation about how we teach in a way that students now and in the future will need? And that would be a slightly separate thing, because the hub is something exciting and maybe experimental but I also want us to be able to reach every teacher, even those who don't see themselves as having a career in the future at Lund University, but are right now grappling with simple but important challenges. For example, how do I use pronouns in my classroom? Or how do I ensure there is no harassment or bullying in my classroom, or how do I update my literature list in interesting ways?

So those are the two kind of elements I think I would develop – a hub for pushing boundaries and foundational support to improve day-to-day pedagogic activities. I mean that's really off the top of my head what I would like to see happen right now.



Source: LU Bildbanken

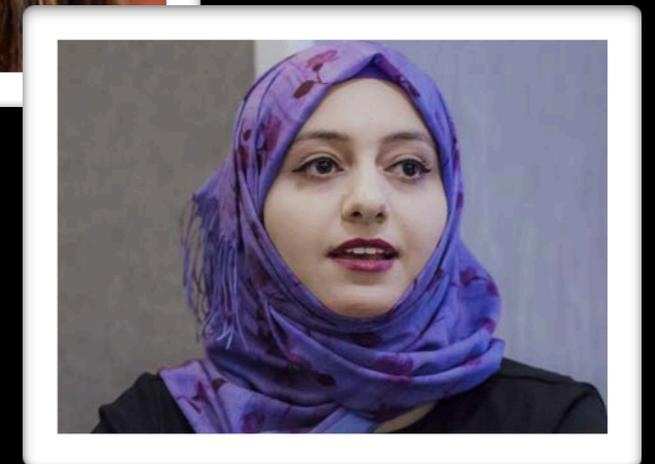
# CLASSROOM AS A CONTESTED SPACE – A WORKSHOP

*In Issue 6 of Teacher Times, Marta Kolankiewicz outlined the theoretical underpinnings of the classroom as a contested space workshop that she has held for the past couple of years. In this issue, we decided to check back with her and one of the workshop's facilitators, Şefika Özer, to see how they are getting on. The interview was held just hours after they had given the workshop for first year Graduate School students.*

Lund University –  
news and information



Annika Hughes  
Information Coordinator  
Graduate School



# Interview with Marta Kolankiewicz & Şefika Özer

## *Classroom as a Contested Space Workshop*

**Tell us about the “classroom as a contested space” workshop – how did it start?**

**Marta:** The workshop itself was created a couple of years ago. In the beginning it was a cooperation between a group of students and myself. The students I met in the classroom before were my students from the Gender Studies programme. But we were in Lund organising a meeting of an anti-racist association – Anti-Racist Academia it is called – which is a Swedish association for people who work with anti-racism within academia, both teachers and students.

One of the results of this meeting was that several groups were formed and one of the groups was a reading group. It was me and the students from my programme, and these students were themselves extremely active, and formed a collective – the *Gender Trouble Makers* – and were doing a lot of different things. So it started in this reading group, where we were reading different texts about classroom; about feminist classroom; about feminist pedagogies, and we were responding to our feelings of a need of talking about difficult moments in the classroom. We identified that many times when we discuss difficult things in the Gender Studies classroom (and the Gender Studies programme usually involves discussing difficult things, because we study a lot of difficult and hurtful subjects), many times things happen that are left unattended so to speak, and we felt that we needed to discuss what to do in these moments. They can be disruptive moments where people get upset during the class, or when people start to discuss something in a very emotional way or when people are silenced, or feel silenced by other people, or when people start to cry or different kinds of emotions explode.

So we are taking this kind of crisis as a point of departure to think about them, analyse them, and we started to read around trigger warnings and safe space and there is a lot of discussion, feminist discussion, around these concepts and a lot of disagreement around how we should deal with these kind of things. So it started there and then from there we felt that we needed to develop a kind of workshop that we could use both for people interested in anti-racist

work but also for students and also for teachers. This workshop has now been done several times, in different contexts, both by me but also by students who did it by themselves for instance in a trans-conference in Norway. We had students do the workshop for teachers in Graduate School and included this workshop in the [Graduate School] profile course in the Gender Studies programme. And this is what we actually did today, me and Şefika, so we are fresh out of the workshop!

**Şefika:** Yes, it just ended. It was really nice. Actually I attended it last year as a first year student, and now as a second year student, but we made some changes, like using fewer cases and focusing on each of them more, for a longer time, and I think that worked out really well because we were able to focus on the cases and everybody was very into it and discussing it and acting. I think all of the parts of the workshop played out very well both by Marta and me and the students, everybody was very invested I think.

**Marta:** I can maybe just say that Şefika is now our SI mentor and that every year when we do the workshop usually I would have some alumni, we have a couple of people still living in Sweden who were part of the group, so Arlette, who couldn't join us today, she would normally be with me also carrying out the workshop but usually we have also the mentor, if they want of course to be part of it. Usually these people have been part of the workshop themselves and contribute with a fresh perspective how it felt to be on the other side so to say. So in this way it is a kind of work in progress. The workshop develops depending on who is carrying it out. Every year it tends to be different.

“ *it can't be a safe space for everyone at the same time* ”

**Why and when is the classroom a “contested space”?**

**Şefika:** The ‘safe space’ concept is, as Marta said, challenged by feminist scholars because, for example, in the case of bell hooks, she says that the safe space cannot be achieved. First, the meaning of safe space is different for each person and if there are thirty people in a classroom, it can't be a safe space for everyone at the same time. Instead the term ‘contested space’ is used and this allows people to bring their emotions, discussions, arguments, *everything* to the space and find ways to learn from the experience. Even if it is crying, or emotional outbursts, you don't disguise it, because ‘safe space’ has that meaning of being safe, being not, like putting all these negative things aside. But as [hooks] said, we can't really do that in reality, and that's why we should just embrace it and learn from the whole experience.

**Marta:** Of course there are feminists who want to keep the term and I think today, we usually begin by asking students [using Mentimeter] what they think about when they hear ‘feminist classroom’ and one of the biggest words we got was ‘safe space’. I think people really want to have space and I think it’s also very specific for students in Gender Studies, being able to study alongside people where they don’t have to explain themselves, when it comes to their sexuality, their gender, their different kinds of experiences – it’s liberating in itself, it’s so nice to be in this bubble.

**Şefika:** They feel safe.

**Marta:** Yes, they do feel [safe], so there is a ground there, they know that they are among people who are committed to feminist struggle. And of course, we very often over the years, after a couple of weeks, understand that people define this struggle in different ways, that there are tensions in the group, there are differences. And so what the discussion around ‘safe space’ did was that the different scholars were first of all saying that for many people, especially people from some kind of minorities, university has never been a safe space and it’s impossible to be. For instance, for African American students, black students in the US, being in academia in general is entering ‘white space’, it’s entering the space that has been marked by racial oppression. There is a kind of luxury and privilege in being able to long for this kind of safe space, because for some minorities it would never be a question at all to be able to have this kind of space. And a lot of these critical scholars, feminist scholars would say, well also there is something in learning that when we learn, we meet together. bell hooks talks about ‘learning communities’, so we create a community where we share our wish to learn from each other, we are committed to learning and to challenge ourselves as well, and she says this comes with pain. Learning is painful, there is a lot of hope and joy in it, but there is also pain because we have to unlearn things and we have to challenge ourselves. This process will be painful and we shouldn’t escape this. So we are trying in a way to stay with these moments of pain and understand what is going on there and learn from it as well. And this will bring contestations because people will learn from each other and from these contestations a better kind of understanding of different things that we study emerges. So it’s also a way of attending to differences in the classroom.

**You’ve actually started to answer my follow-on question but I will ask it anyway, is it necessarily negative that the classroom is a “contested space” or is it something that can also be positive? It’s the idea that it should be painful and you stay with the moments of pain?**

**Marta:** Yes, but again I want to stress that [...] we are aware that there are classrooms where people would come with openly hostile ideologies and they would threaten other people. [...] I know that in many places in universities, there might be students and teachers who actually reproduce extremely violent ideologies. And then, in this sense, I’m saying that being

able to open up for ‘contested space’, it’s a sign also of luxury that we feel safe enough to do it, to stay with pain. So we don’t feel that we need to defend ourselves.

**Şefika:** Yes, because it doesn’t come from a place of being hurt or trying to hurt someone else. I think bell hooks also mentions that. Although it’s a ‘contested space’, the arguments or the emotions that are poured out are not coming from being hurt or trying to hurt somebody, that sort of violent place. So as long as we know that, then we are open to learn.

“ *there is a recognition that the bubble is not completely separated from the society* ”

**Marta:** But then of course what we want to recognise is that a lot of things that we study in the Gender Studies programme, e.g. we try to understand how sexism works, how racism works, how homophobia works, and we want to *understand* in order to transform it, to change it, and to challenge it, but what we want to say is that although we don’t have this kind of imminent threat in our classroom, we are not *free* from these things [...] I mean my understanding of these phenomena is that it is something that we carry with us, together with our language, with the things that we learn, with the ways in which we reproduce things, we live our lives, we might unconsciously, we might actually hurt other people without even being conscious. And the ambition is of course to unlearn these things. So in a way there is a kind of bubble, but still there is a recognition that the bubble is not completely separated from the society. It also carries with it some structures, our language is contaminated with these things, we have only this language to talk about these things, we [...] are trying to transform, find new ways of naming things, and I think pronoun-round is a way for people to be able to find ways of not being gendered in a traditional way. So there are of course subversive acts of trying to transform language but still, language in itself carries quite a lot of violence and we have it as a tool, so we need to be open to understand these things and to change these things. So I think that there is a positive thing in contestation in the sense we understand it but I think that it cannot be under the condition of imminent threat. If there is a kind of imminent violence I think there is also the necessity of protecting people inside, so if I have people from minorities and there is a person who is openly threatening, I think the first thing is not learning from this situation, we can do that afterwards, but protecting people. And the same if I have students of colour that are being threatened by somebody who is openly racist, there is a necessity of protecting these people in the first place. So there are limits of ‘contested spaces’ but there is potential there.

**You've touched upon it already a bit both of you, but tell me a bit about the theoretical underpinnings of the workshop? Is it mainly bell hooks?**

**Marta:** We mention bell hooks, with 'learning communities', 'contested spaces' is a concept from [Jeannie] Ludlow, [...] it's both method and theory, we use 'memory work', so there is a commitment to the idea that students come with a lot of knowledge and that by building on their experiences, we can actually gain insights into the topics that we want to explore.

**Şefika:** Yes, because after a certain point, even though we are talking about analysing or acting on a very particular case, it actually after a certain point it goes beyond that case, because although they are individual cases they are not really individual *situations*. They are very common situations that people face, so after talking about it more, even though it is an individual case, it becomes a general situation that we can talk about things underlying that particular case.

**Marta:** And I just want to add that the second method we use is 'forum theatre' [theatre of the oppressed], which comes from the Brazilian Augusto Boal, who worked in a kind of liberatory way with theatre. He used theatre techniques in work with people in unprivileged positions in order to help them understand how they can in everyday life rehearse for future moments of oppression and how they can resist oppression. This is a technique where you act on situations that occur and you also *engage*, he has a concept of the 'spectator', which is a mixture between spectator and actor, so that he involves people that are around as witnesses that can start to act. And this is one of the points of the workshop, that people feel empowered and responsible for the space in the classroom. So students are pushed to acting to resolve the kind of situation that emerges in order to feel that 'now I'm here not only as a passive student and it's up to somebody else to resolve this situation, I am part of it, I am creating the common space that we are going to learn from'. There is a kind of theoretical understanding here that there is a common responsibility and we also draw here on Donna Haraway's concept of 'responsibility' which is the *ability to respond* to another person, which we think is a very important pedagogical tool here. So we try to encourage students to cultivate this kind of ability, to respond to what is happening and to allow the person to open up for understanding and respect another person in the communication in the classroom.

**Şefika:** I think in every workshop it starts with students always acting as if they are expecting a professor to solve everything and bringing peace to the class. And towards the end of the workshop their behaviour already changes on how they act to these situations. I think that's really interesting.

**Marta:** Yes, both in the sense that they start to take on the responsibility on acting but also I think that the ideal of resolving and bringing peace is out of there! They understand that instead we need to stay with emotions and understand these and learn from them.

**Şefika:** I think also they understand the position of a professor better. They understand how it also can be complicated for them to express any power in a situation where they are sort of in power. So it makes things even more complicated. And I think in terms of students' perspectives, you don't really think about that, you just think 'well they can do many things, why are they not doing it?' but I think that, as I said, after this workshop, I think everybody tries to understand and put themselves in that position and start to realise that as students they have maybe more power and more things to do than a professor in many cases.

**Theatre of the Oppressed (TOP)**

*"Out of a desire to make political use of the communal moment of the theatre, theatre maker Augusto Boal develops the Theatre of the Oppressed (TOP) in Brazil in the 1960s – at the time of dictatorship. Through the fiction of the theatre, TOP re-stages current political and oppressive situations in order to collectively as well as actively explore ways to intervene in these. Boal calls this theatre a 'rehearsal of change'. Within the rehearsal process, theatrical exercises and games are used to create spaces and situations for a critical reflection on existing power relations and dynamics. These come to light through a combination of bodywork and the nature of play."* – Nelly Alfandari, 'A rehearsal of change: Theatre of the Oppressed', p87-93 in *nanopolitics handbook: the nanopolitics group*, ed. P. Plotegher, M. Zechner & B.R. Hansen, (2013). Wivenhoe / New York / Port Watson: Minor Compositions.



**Tell me about your own experiences of these workshops, both of you?**

**Şefika:** I can start maybe, so last year as a student, maybe because it was a bigger group as well, I didn't feel as, well first of all because of the format, because everybody has to go through this acting process of their cases, well not *has* to but it was kind of the concept of the workshop, [...] but it was a very traumatic story so I didn't want to share it, I just said that 'I don't really have that sort of story'. That was my experience last year. But it wasn't because I wasn't ok with sharing it, but I was scared that it would be chosen to act, as an act, because it was triggering and I didn't want to see it played out in front of me. But I think it really depends on the person, because for example in today's workshop, the act that we did, the person that shared it, at the end when we were listening to the feedback, she said that she felt empowered. So I think maybe I would too, I don't know. We will never know, but that's what I was scared about last year. But maybe because I am familiar with the concept and seeing people feeling better about it after sharing it, obviously I think differently, but I don't

know. It was interesting for me because, as someone who didn't really share last year to be part of it this year was interesting.

**Marta:** I think for me the most amazing thing with the whole experience from the very beginning, how it was created to the last time we did it this morning, is that it transforms, it's very organic, it changes. Every year it's different, every year other people do it, so it's out there, I'm not in control of it in the same way that, I mean I'm never completely in control of classes, [both laugh] ... but one of the most amazing things with the entire experience has been to really, I mean it can sound really utopian but I really felt like I really was learning from students, in so many different ways. I think it had a lot to do with the first, so when I started to do it I had just started as Programme Director and there was this collective as I mentioned, *Gender Trouble Makers*, and they had so many ideas and they just challenged me in so many ways. And having this group, reading with them, was really like the experience of learning in itself. And then I think that the second moment when I really felt I am being challenged by a student was when, a couple of years later, we had a student who joined us, a student who was very active in non-violent activism, based in this tradition of non-violence, and also in trans-activism, and he was really pushing us. So the idea of forum theatre came from him. Before we were just discussing cases, it was just memory work and then a discussion. And he said, 'no, we're going to do forum theatre – we are going to act these cases and try to transform them', and every time we tried to sit down and discuss instead he was like 'no, now we are acting'. And I was feeling so scared of it, saying 'I'm not used to it, I'm not used to theatre, I don't feel comfortable with it' and he said something like this 'well, this is how we feel, many of us students when you force us to work with theories, we're not used to it and it's not comfortable for us. And the language is not easy, and many of us are silent'. And I think this was actually a moment when I felt ok, I'm learning that there are other modes of learning and that, breaking your discomfort also, can help you to learn from these modes of learning. I always think back, so when we met yesterday to prepare, we were also discussing whether we should take away completely the acting part. We didn't take it away completely, we limited it, but I feel that I always want to lean on the comfortable things, and one of the important things with this was to learn how learning is a bodily experience and emotional experience and how, through this kind of bodily experience of acting, we actually can unpack some things. So for me I think that every time I do it with new people, in new combinations and new things emerge, I think of going back to this moment of being challenged and learning from students and from ideas in a very special way, I think it's very important. And I think that one of the most amazing workshops we've done was a workshop done by students to teachers. All the participants were teachers and students were doing the workshop. I was among those organising so I was the only one that wasn't a student but the students were carrying it out and I think this was really reversing roles and in itself it was really amazing for both sides, both for teachers and for students.

**Can you give me some examples of the classroom as a “contested space”? I was thinking about these cases that you use, could you tell me a bit more about those?**

**Marta:** I'm just thinking, because we work on memory work, I don't think we should...

**Şefika:** No, even if it's anonymously...

**Ok.**

**Marta:** I can give you some generic examples. So it can be moments where for instance there is a discussion and some people react in a very emotional way...

**Şefika:** Because they are triggered...

**Marta:** Yes, they are triggered by something for instance. So maybe the easiest way is, I will take a case that comes from the literature, that is discussing a similar thing and is very specific. It is also in a feminist classroom in the US and it is described in [Jyl Lynn] Felman's book *Never a Dull Moment* – the case is about a feminist classroom where the teacher is showing a film about domestic violence and the film is I think quite graphic at some point or at least the testimonies are really, really strong and some women in the classroom, some students, stand up and leave. And during the next class, so this is recounted from the teacher's perspective, she says 'well, we have to discuss what happened' and they say 'well, you cannot present this kind of material, it's triggering us. This is something that will offend us.' And then there is this black American student raising her hand and saying 'well if I were to go out every time I feel triggered about something I would never be in the classroom any more'. And so this is the kind of situation that she describes which is a typical crisis in the feminist classroom. And I think that what is surprising is that normally when we ask people to talk about situations where they felt something was, had to do with some kind of oppression, so it has to do with topics that we teach when we teach feminist classes, either sexism, or racism, or homophobia, but they also can feel with other kinds of oppressions with which they identify. We ask them as well to give experiences of things they experience as adults, we don't want to have cases as kids. We had in the past some cases like this and it's very complicated because it's very different cases. And I think many students have experiences of either teachers somehow reproducing some oppressive behaviours or discourses or students among themselves or the course material that is triggering something. So the situations in the classrooms were things that 'break the script' so to say, where the classroom is interrupted by something and many times this something is left unattended.

**Şefika:** Yes, usually it's either overlooked or people just fall into silence, some awkward silence and then it goes on.

“many times the content of the class and what is going on at an emotional level are interrelated

**So do these workshops teach students to break that silence or to act on these uncomfortable moments so to speak?**

**Şefika:** I think it's more to remind them that they have that power, not necessarily telling them 'oh you should do that'. Because people sometimes forget that, students forget that they also have that power slash 'responsability' in the classroom that they are part of. So I think that in that way, how I felt was that it was empowering in that way because you are just reminded that 'oh yes, I can do that, I could do that'. But it's not really telling them that they should do that or you should resolve things necessarily.

**Marta:** So traditionally the method of forum theatre is about a rehearsal in front of future situations like this. But I think there is also in a way, we want students to understand that the notion that the learning community they are entering in the feminist classroom is them, they are creating this space and they will decide on its shape. They are doing it every day. Every day that they enter the class they are actually creating this learning community. And they are responsible for it as well.

**Şefika:** And if they are not happy with it, then they can change it as well.

**Marta:** Yes, of course. And then there is this other aspect that actually when things happen, it's not only about resolving discomfort but it's staying with it. So understanding that many times maybe the emotional outbursts that are there or the reactions or tensions or silences, are actually telling something important about the theories that we study. So many times the content of the class and what is going on at an emotional level are interrelated. And that by looking closer at what is going on at the emotional level, we can actually learn about the theories that we are studying and the topics that we are studying. So that in a way there is a kind of ideal here hidden that it's not only the rational thinking but attending to the emotional as a site of learning that is important for us.

### Memory Work

*“Memory work is an umbrella term for a process of exploring the past, which has multiple meanings, references and methods of communication. Broadly understood, memory work may involve any activity that deliberately tries to understand how historical memories can influence contemporary life and future possibilities. Common points of exploration are how time, space and culture affect identity development but also the re/presentations made about identities.”* – Heather Fraser, ‘Feminist memory work in action: Method and practicalities’, *Qualitative Social Work* (2015), Vol. 14(3) 321–337



# DEBATT I LUND @ TEN

*The debate forum that started some ten years ago by the then Dean of our faculty, Ann-Katrin Bäcklund, has turned ten (and some). We asked project manager Ulrika Oredsson to tell us a bit more about this highly popular debate platform.*

## Debatt i Lund



Ulrika Oredsson  
Senior Press Officer  
Lund University  
Photo: Kennet Ruona

# UNDERSTANDING THE UNIVERSITY



# Debatt i Lund @ 10

When Debatt i Lund was launched slightly more than ten years ago, the intention was to create a venue for classic academic debates. 44 debates later, it is an established forum both inside and outside the university.

The original idea came from the then Dean at the Faculty of Social Sciences, Ann-Katrin Bäcklund:

– It was an idea I had harboured for many years, and was given the opportunity to realise when I became Dean. I wanted to create living discussions between experts in a certain field, and in front of an interactive audience. That kind of project is not something you can set up on your own, it requires a dedicated editorial team, and a science-focused journalist with an ability to concentrate the debates in interesting ways, Ann-Katrin Bäcklund says in a recent interview in the Swedish Research Council's web magazine *Curie*.

The engaged editorial team comprises Ann-Katrin Bäcklund, the faculty's Vice Dean Anna Meeuwisse, Mikael Sundström (assistant professor, the Dept. of Political Science), Fredrik NG Andersson (associate professor, Dept. of Economics), Carin Brenner (Chief of Protocol), Britta Collberg (journalist), Jimmie Kristensson, (Pro Vice-Chancellor), debate leaders and journalists Andreas Ekström and Lars Mogensen, and me, Ulrika Oredsson, debate editor and project manager since the inception.

Today, “debate” is sometimes equated with mudslinging or aggressive social media attacks. But the core of academia is defending hypotheses and arguments, and this is what Debatt i Lund wants to provide a forum for: a place where good arguments are met by other good arguments. From the start, the idea has been not to exclusively focus on the University's researchers, but to invite people well suited to debate a certain issue regardless of their disciplinary home or background. For that reason, the panels are populated by researchers, decision-makers and other experts. Across all debates, just shy of two-thirds of the panelists have been researchers – of which two-thirds have been based in Lund.

The editorial team decides on coming debate topics, sometimes based on tips coming from outside that group. The overarching aim is that the topic should be a timely entry in an ongoing societal discourse, but also that it should have some staying power. Different research positions on the issue are welcome to promote active debate.

So far, the debate attracting the largest web audience was *Looting or development – the new scramble for Africa's resources* (debates conducted in English are generally spread more widely, and also attract more students). Another debate that generated a lot of interest was a panel with former Swedish party leaders discussing both their own era and the current political climate. That debate also stood out in that we had no researchers in the panel itself, but political science Professor Johannes Lindvall was brought in as a live commentator.

Debates are conducted in the AF-Borgen. Before the pandemic, live audiences could comprise up to several hundred people, and debates are also streamed via the regional newspaper Sydsvenskan, and recorded for broadcasting purposes (UR – the Swedish Educational Broadcasting Company).

Debatt i Lund is arranged four times per year. Wrapping up 2021 is a debate on November 29 about prevailing Swedish narcotics/drugs policies which have been increasingly challenged. The panel consists of two police officers with opposing views on this topic, two youth politicians and Professor Björn Johnson, previous Lund academic (now at Malmö University) and expert on Swedish narcotics and drug user policies.

More info here: [www.debattilund.se](http://www.debattilund.se)

Also read about Debatt i Lund in the Swedish Research Council's web magazine *Curie*: [tinyurl.com/GSDILCURIE](http://tinyurl.com/GSDILCURIE)

*Ulrika Oredsson*



# TRANSFORMATIVE PEDAGOGY

*In Teacher Times, we like to keep you informed about new pedagogical techniques that our staff make use of. In this issue, Teresa Cappiali, a lecturer and researcher both at Graduate School and the Raoul Wallenberg Institute of Human Rights and Humanitarian Law (RWI), writes about the added value of transformative pedagogy when teaching in highly diverse settings.*

## Transformative pedagogy



Teresa Cappiali  
Lecturer & Researcher  
Graduate School & Raoul Wallenberg Institute of  
Human Rights and Humanitarian Law (RWI)

PEDAGOGICAL  
IDEAS & INNOVATION



# Challenges and opportunities when teaching in highly diverse settings: the added value of transformative pedagogy

Today, as a result of internationalisation and the inclusion of under-represented groups, our universities have become increasingly diverse. In response to these developments, the question of how to make our classrooms more inclusive has gained more attention in recent years across institutions and countries. While more horizontal, student-centered approaches have been promoted in several EU countries, especially with the Bologna process (1998-1999) (for the case of Sweden, 2007), it has been observed that, to address the challenges and needs of teachers and students interacting in highly diverse contexts, further steps must be taken.

In the course that I teach at Graduate School – *SIMS26 Migration and Development* – students come from very different disciplines, and the majority of them are international students, representing several countries, most of which are from outside the EU. This brings a highly diverse group of students, transforming the learning environment into a ‘global classroom’. In addition, there is a high component of female students (usually more than 50%) and there are at least one or two students in each class with different abilities as well with different sexual orientations.

Working with heterogenous groups of students for many years, I have sought to develop new teaching strategies that can enhance the potential of the student-centered approach, by including students’ lived experiences in the learning process. In my teaching praxis, I understand ‘inclusive education’ not only as a way to acknowledge, respect and represent diversity in the curricula and in everyday practices; but as a way to capitalise on diversity and reflect together with students about our different complementary knowledges, perspectives and experiences. I believe this can be achieved by implementing theoretical and practical insights of ‘transformative pedagogy’ in my teaching practices.

Transformative pedagogy can be defined as an approach in youth and adult education that engages teachers and learners holistically (head, hands, and heart) to foster not only knowledge and skills, but also a transformation of beliefs and world-views, while at the same time promoting deep learning outcomes. It combines a variety of pedagogical approaches that empower learners to critically examine their contexts, beliefs, values, knowledge and attitudes with the goal of developing spaces for self-reflection, an appreciation for multiple perspectives, as well as a sense of critical consciousness and agency (UNESCO (2017) <https://tinyurl.com/UNESCOdef>).

After several years experimenting with new strategies and tools based on transformative pedagogy, I have collected evidence (including surveys, course evaluations, and interviews with students) that show that this approach can be a powerful support to respond to the

pedagogical challenges of working in highly diverse classrooms, composed of students who may have experienced exclusion, alienation discrimination and racism in their lives and in academic settings. As a way of examples, Table 1 presents two teaching tools that I use in my teaching. The tools are included in a more comprehensive assessment portfolio that students are required to build throughout the course. The portfolio combines different teaching strategies, including four exercises, aiming to engage students holistically and to foster both learning and transformative outcomes.

**Table 1: Examples of two exercises**

1: Conceptual map on migration and integration of immigrants		
<p><b>Description:</b> Students are asked to build a conceptual map.</p> <p><b>Step 1:</b> They first meet in small groups (3-4 students) and analyse their preliminary knowledge of migration topics. They are given several guiding questions and are encouraged to use the knowledge they have on migration topics based on their personal experience and on information they gathered before the course, both in academic settings and through the media and political debates. Students are usually divided in ways that each group represent a different nationality, in order to make their exchange as enriching as possible.</p> <p><b>Step 2:</b> Students meet in large groups with the teacher, they present their results in front of the class and reply to questions from the teacher and peers.</p> <p><b>Note:</b> This exercise is done at the beginning of the course; it is designed to help students make their knowledge and assumptions about migration more conscious to them, and to connect them to their (often unconscious) emotional responses to facts about migrations.</p>	<p><b>Aspects concerning transformative pedagogy:</b></p> <p>Once students have developed a map based on concepts about migration topics, they are encouraged to reflect on ways in which these topics are linked directly and indirectly to their lives or those of their family members and friends.</p> <p><b>Some questions</b> aiming to help them reflect on these aspects are: <i>What is your direct and/or indirect experience with migration? How does migration affect you, your family, your friends, and your communities? Which of these experiences are positive and which are negative? How? Why?</i></p> <p>Migration experience and students’ position in society may largely affect the way they perceive and think about migration topics. Thus, they are asked to reflect on the following: <i>How, for instance, is their experience “raced”, “classed” or “gendered”? How much does their level of education and other aspects affect the ways they may think about some specific migration topics?</i></p>	<p><b>Learning and transformative outcomes:</b></p> <p><b>Student-oriented, deep learning approach:</b> (1) Students will learn how to connect experience-based learning to concept and theory (<i>Knowledge and understanding</i>); Students will also improve (1) critical thinking, (2) analysis-based reflection, (3) and, discussion-based learning techniques (<i>Skills and abilities</i>)</p> <p><b>Transformative pedagogy:</b> Students will exercise (1) introspection-based learning and (2) will learn how to connect their lived experience with the topic studied (<i>self-awareness</i>). They will also learn (3) how to become aware of their emotional experiences and see how this connects with the subject studied (<i>empowerment</i>); (4) By listening to the lived experience of students in class who have migrated and who have been largely affected by migration, this exercise has also the potential to open a space for a transformative experience for students, fostering a change in beliefs and views and encouraging actions to improve the situations of migrants (<i>transforming worldviews and propel action</i>).</p> <p><b>Note:</b> The map will accompany students during the course and will represent a useful starting point to assess students’ progress later on. Thus, the aspects addressed in the exercise lay down the ground for new insights as the course develops.</p>

## 2: Simulation in class: Current debates on migration/pro- and anti-immigrant arguments

Description:	Aspects concerning transformative pedagogy:	Learning and transformative outcomes
<p>This exercise is designed to help students bring all of the arguments (including unchecked biases) that they know they have been exposed to in their lives via social and mainstream media as well as political debates.</p> <p><b>Step 1:</b> By taking one side (pro- or anti-immigrant), students are encouraged to debate in class in small groups, using arguments and counter-arguments concerning the benefits (or lack thereof) of migration for societies.</p> <p><b>Step 2:</b> After the simulation, students are asked to reflect in the large group about the nature of the exercise and the lessons learned.</p>	<p>Students are encouraged to not only critically assess the scientific bases of the arguments identified in current debate, but also to double-check how their views and emotions concerning migration topics have often been affected by dominant narratives in society.</p> <p><b>Note:</b> This second aspect is in line with the idea in transformative pedagogy that education should foster self-awareness and start a process of “conscientization” of the learner. (Freire, Paulo (1970) <i>Pedagogy of the Oppressed</i>. New York: Continuum.)</p>	<p><b>Student-oriented approach:</b> (1) Students learn how to engage with current debates (<i>Knowledge and understanding</i>); (2) Students learn how to double-check fake news and false arguments through the use of scientific methodologies (<i>Skills and abilities</i>)</p> <p><b>Transformative pedagogy:</b> (1) Students become aware of their implicit knowledge, biases and beliefs about migration topics and learn how to question unchecked beliefs (<i>Transformation of views and beliefs</i>); (2) Learn about discrimination in society and anti-immigrant discourses negatively affect minorities rights and lives (especially if their peers in class feel motivated to share their experiences) (<i>Exercise empathy and deep listening</i>)</p>

The exercises described above are based on the idea that students learn more when they are exposed to information that can attract their interest and curiosity, and that they can connect with their pre-existing knowledge and experience. This encourages students to become more intrinsically motivated and leads them to more successful learning. Moreover, by drawing on real-life examples that connect directly to students lived-experiences, it is possible to enhance students’ understanding of sensitive topics. My aim with these kinds of exercises is to promote not only learning, but also transformative outcomes, both in students’ understanding of the topic and in the understanding of their own position in society with respect to the topic addressed. For this reason, students are asked to actively participate and critically reflect on ways they can link concrete examples, including their own experience, about migration to existing theories. They are also invited to reflect on opinions and misconceptions that they have previously learned in their lives. The exercises also prepare students to work explicitly with their negative and positive emotions as well as their perceptions and cognitive conflicts. This helps them to become reflective about their own beliefs and work on their self-awareness, using emotions as a key tool to increasing their understanding of the topic.

## Impact of my teaching praxis and tools

Students’ positive responses to the activities support my main effort to teach sensitive topics in class, while fostering a greater feeling of inclusion for all students in the classroom. Students’ anonymous evaluations as well as their oral and written feedback (e.g. informal conversations, surveys, emails) about their learning experience have been generally very positive. Most students like the interactive nature of these teaching tools, and the fact that they can learn from each other’s diverse experience. Many feel that their experiences and voices are heard and they think that the tools I provide help them to express their emotions and become more aware of how the topics of migration affect their lives. Other students have also mentioned that some exercises open their eyes on sensitive topics and empower them to take action. Others have expressed a clear desire to contribute to changing the situation of migrants around the world and to improving responses to migration in Europe.

As a way of example, I would like to conclude this short reflection with a note from a female student, living in Sweden, but originally from Afghanistan, who has experienced several challenges, including systemic discrimination in her life as a woman and as a migrant. In a paper she submitted after attending an activity based on transformative principles, she wrote:

*“The exercise motivates me to compare the experiences of migrants with my own experience as an immigrant in Sweden. As a migrant woman living in Sweden, I always ask myself, can my contribution be recognised here? How can I fight the racist ideologies around me? As a human being, I want to play a positive role around me. Can I play a role in an anti-racist campaign here? These are the issues that boggle the minds of immigrants who have a non-European background here in Europe.”*

This quote reveals the student’s struggles as well as her desire to understand and improve her situation as a migrant in Sweden. At the same time, it offers insights into the importance of developing teaching tools that can make the material covered in the classroom relevant for a student’s life, and, if possible, empowering them beyond the classroom. As the founder of transformative pedagogy, Paulo Freire, has taught us: Isn’t, after all, the empowerment of the learners one of most important goals of education?

# DISTANCE LEARNING REPORT

*The Corona period has been highly disruptive, but brought one good thing – a quantum leap in our usage of digital learning tools. Because we obviously want to keep what has worked well even in a campus-based learning environment, while getting rid of the worst online aspects with a shudder, we surveyed our course coordinators about their experiences and suggestions.*

*Between August and November 2021, Graduate School collected responses from course coordinators who had coordinated one or more of its courses between the autumn term 2020 and spring term 2021. Out of a total of 26 surveyed course coordinators, 15 responded to the questionnaire, some of them quite extensively. The questions were kept simple, we asked in an email what had worked (and should be kept) in terms of distance teaching and what we should let go of or improve in the future? While some respondents noted that their course had always been online, “so nothing substantial has changed since the pandemic”, others experienced both highs and lows with the digital teaching experience. The following summary includes most of the received experiences (anonymised), both positive and negative, as well as suggestions as to how Graduate School can improve its digital teaching environment in the future.*

## Distance Learning at Graduate School



Annika Hughes  
Information Coordinator  
Graduate School



# Distance Learning Report

## Positive experiences with distance learning

*“Most students (and teachers) would obviously have appreciated and enjoyed campus teaching but nearly all aspects of distance teaching worked surprisingly well. Active students will always be active students irrespective of mode and format of teaching and for them I think distance teaching worked well. / Making breakout for various types of discussions is a very useful option.”*

There were many positive statements about distance learning in the responses we received from course coordinators. One respondent noted that the pandemic had helped them “become very much skilled in all the online tools and will be able to use these in the future if needed.” Another respondent noted that they “find holding office hours virtually quite convenient for both myself and the student.” Another said that teaching online “can be a very convenient way of teaching, especially if you have to travel (for a conference or a meeting, for example).”

Convenience was not the only benefit of the global reach offered by digital learning however. Increased accessibility and the reduced need to travel were other advantages that were raised, as well as the quality of fieldwork conducted by students. “[T]he fact that all the world was accessible online opened possibilities for attending academic events across the globe without having to travel” said one respondent. “If this kind of online presence continues, it will be possible to think of international co-operations and exchanges in other ways.” Another stated that “it is particularly nice to be able to have students from other universities and countries present, and the online made that feasible.” And another respondent wrote that “[s]tudents’ empirical work has in some cases become much more interesting because they are not in Lund [...] I have seen and read fieldwork from large parts of the world. It is an aspect that one would have liked to have retained.”

In general, many respondents replied that they believed that lectures, seminars and workshops worked well:

*“Apart from the fact that the students of course would have liked to meet each other and us more, we probably thought that everything worked surprisingly well. Attendance was very high, the flow was very good, students who were slightly ill could participate, more dared to ask questions, some peer teaching was easier to implement, mentor meetings became more constructive, fewer students were nervous about their input, etc.” [translated from Swedish]*

Others commented that “lectures were well appreciated...”, especially pre-recorded lectures “that students could revisit multiple times (e.g. during re-exams)”. Others delivered lectures “mainly synchronously over Zoom; the lecture delivered asynchronously was supplemented with a 30-minutes Q&A session over Zoom. Students appreciate the variety of delivery.” Another respondent stated however that “live zoom lectures have worked better than

recorded lectures. I have come across many students who say that the recordings become too tiring (boring?) to watch. Live lectures still provide an opportunity to interact; ask questions in the chat, etc.” And another felt that seminars worked better than lectures digitally:

*“... I have good experiences of distance education where all students participate digitally. With the exception that through trial and error I gradually had to figure out how to take advantage of several screens, and other small technicalities, the completely digital form of teaching is closer to teaching in the hall than at least I had imagined. In any case, the seminar format works surprisingly well digitally. Lectures, on the other hand, are difficult to do other than one-way communication, especially if some students have a poor connection and are sitting with the screen off.”*

Regarding seminars and workshops, one respondent reported that the students found the workshops “very useful” while another stated that “[a] few students gave excellent feedback to their peers during the workshops.” Another noted that:

*“The practical exercises were appreciated even if we couldn’t do them IRL. Workshops were conducted based on self-tuition materials and online sessions. Given the low number of negative comments from the students, online workshops seem to work also for activities that ideally should be conducted face-to-face. Lectures were also conducted online and went fine. Zoom is highly suitable for online teaching as well as seminars. The break-out room tool in Zoom makes it possible (and even easier) to arrange seminars, basically in the same way as campus teaching.”*

Also thesis and more general supervision was noted as a positive online experience. “Thesis supervision online works wonderfully well, whether it is one-on-one or in groups.” Another person noted that “most students [...] seem to have been pleased with the email-based feedback given to them by the [...] course instructors.”

Specifically with regards to Canvas, one respondent noted that the platform “made it easy to share students’ texts for peer-feedback.” Another stated that “Canvas works well, it has a variety of tools that ensure a good interaction with the students.” And speaking about the specifically designed Canvas pages by Graduate School, one respondent said:

*“Administrative staff made a great job converting the course guide into Canvas. We redesigned some things while teaching the course, so next year it would be good to have again a quick meeting/chat between coordinators and administrative staff to discuss how to best design some Canvas site details based on what Graduate School and we learned in the past year.”*

Others noted that “the clarity of course documents and instructions becomes even more important when students sit in different places. The diversity of interpretation seems to be greater compared to when the students are in the classroom and talking to each other during breaks and before and after lessons.” The clarity of instructions was noted by another course coordinator, who said:

*“The course is quite practical with many (computer) labs where the students work with SPSS tasks. Since we could not offer labs on campus, the students instead were given more detailed written instructions on how to do the SPSS tasks. These instructions appear to have worked relatively well as a substitute for the possibility to ask direct questions during lab sessions.”*

Finally, some respondents believe that “[s]ome moments (like re-examination seminars) can be kept online to make the attendance rate as high as possible.” In general, one respondent noted that “the course evaluation indicated that the atmosphere on the course was perceived as friendly” while another said that there was “good cooperation within the teaching team.” One respondent summarised by saying that the teachers had done their best:

*“I think that all in all this was the best we could do and that we did our best. All the courses that I have been involved in have been carried out, with all the moments covered and the majority of students attending and completing them. The results as assessed through assignments have not been affected in a considerable way as far as I can see it, without doing an n-depth analysis.”*

## Negative experiences with distance learning

One of the most frustrating problems for course coordinators was experiencing technical difficulties encountered whilst teaching: “[w]e had some [technical] problems with people being able to link into Zoom, especially those from out of the country. We solved it, but lost some time doing it.” Novelty was sometimes a problem, also in the second term of the pandemic, since not all teachers had used the digital tools before. “Some things we as teachers tried out for the first time. Students had spent a year of using the online tools basically every day, so their expectation was not that we would be doing some things for the first time.” Another respondent stated: “Zoom worked better than previously; however, we the teaching team cannot mitigate the personal circumstances of the students (put clearly: weak/unstable internet connection). We tried to address this issue by recommending switching off the camera whenever students encountered connectivity problems.”

It was not only technical difficulties with the various learning platforms which prevented students’ progress however. Access to materials was also a difficulty facing students. One course coordinator noted that “[t]he main textbook [...] was not available online” while another said: “[s]ince we could not expect students to be in Lund, we could also not expect them to use library to read textbooks. Students expected us to provide online access to the main textbook.” Another course coordinator noted that their course was still “designed for classroom teaching but taught using online tools.”

And not all course coordinators approved of students switching off their cameras in Zoom meetings and thought that the platform in general hindered student interaction:

*“[W]hile I see the advantages of being allowed to occasionally teach online, I prefer to teach in person. Students are less talkative online during seminars, and often disappear behind the “black boxes” of their turned off cameras - even when I tell them that I want to see their faces. I have the impression that students do not like online classes. They miss the human interaction, and the cohort feeling they get when they attend classes together.”*

Indeed, student participation in class was severely affected by the use of Zoom according to some: “Less than half of the students are active (contribute with feedback) during the peer-

feedback seminars.” Another stated: “[w]ith Zoom it was more difficult to ‘observe’ and engage with less active students.” One respondent claimed “it is clear that some things are lost - the meeting itself and the contact with the students will be different.” [translated from Swedish]

And the friendly atmosphere noted by some course coordinators was not shared by all. One incident, reported by a course coordinator [see below quotation], prompted us to initiate an investigation into academic civility here at Graduate School:

*“Noteworthy incident: I am not sure if it was because of the Zoom medium which may appear more impersonal and removed, but one student’s behaviour during course (and in the evaluation afterwards) does not meet the standards of academic civility. They have been rude towards both their peers and towards the seminar teachers. This is not something we can foresee, unfortunately. In the Zoom-sessions the entire teaching team has carefully fostered an atmosphere of collegiality and mutual understanding, trying to mitigate uncomfortable situations in those rare occasions when this occurred. To address this, I recommend the students are introduced to how to present their criticism in a constructive and civilised manner over Zoom.”*

Some respondents noted that students seemed to be tired in general and suffer from ‘Zoom fatigue’ more specifically, both increasingly over time but even from the very beginning. One respondent wrote that “[s]tudents seemed tired and not overly enthusiastic. This was obvious to us already from the beginning – zoom-fatigue due to the corona effect?” Another noted that “[t]he course is designed around almost weekly 3-hour peer-feedback workshops. These work the best in real life, and we could see that students seemed tired from zoom after the full academic year of online learning. Many still did not turn their cameras on.” Another course coordinator stated: “I think that the experience and our evaluation of it differed throughout the time, with a growing, quite overwhelming fatigue at the end of the academic year, both for students and teachers. This fatigue is probably also reflected in my lack of enthusiasm about the potential pros of the online teaching.”

Group work at a distance was reported by some respondents as being difficult. One course coordinator noted that “[t]his applies above all to degree school courses where students do not know each other before. My impression is that group work requires sitting together; that you discuss and analyse, but also drink coffee and cuddle together. The social aspects are important. The consequence of this is that project work in a Zoom environment will be better if it is individualised. Sure, you can have seminar discussions and breakout rooms, but analytical work is more difficult.”

Workshops were also reported by some as being more difficult online than in real life. “[...]When it comes to the workshops, students normally interact more frequently which probably makes it easier to understand and manage the practical features of participatory research. Thus, in terms of learning we assume that regular teaching is better.”

With regards to computer labs, one respondent wrote that they “worked for the most part [...] but some physical teaching would probably be better”. Another wrote: “[w]e have a

hands-on programming element, which is rather difficult to do at a distance. Very little possibility to do individual problem solving.” And one respondent said:

*“Even though the written instructions and email-based feedback worked reasonably well, it was obvious that some students suffered from not having the opportunity to work with SPSS on campus where they can ask direct questions to the present course instructor. Especially for students with very little prior experience from quant or statistics this was evident. These students also appeared to be hesitant about asking questions during the Zoom lectures. Overall, the teacher team perceived the number of questions asked as unexpectedly few. The variation in the level of prior knowledge was large among the students, which is always a challenge. Some students felt that the level of the course, not least the lectures, was too advanced for them.”*

When it comes to hybrid teaching (where some students were present in the classroom while others remained online), the only reported response was negative:

*“Distance education as such, I think works surprisingly well, as long as it was about everyone participating at a distance. However, the hybrid format is worse than both teaching completely at a distance or completely in the hall. It is difficult for me as a teacher to be as attentive to the people in the room as to the people on the screen. It is difficult, if not impossible, to arrange meaningful small group discussions, at least if you want feedback in the large group afterwards. In general, it is difficult for the students who participate digitally to interact, as they are not heard by the students in the hall, nor do they hear what the students in the hall are saying. In addition, as a teacher, I am limited by the fact that I always have to stand in front of the screen, so that the students who participate digitally see me. In addition, hybrid teaching is technically tricky, and requires a technician on site to safely get all the equipment right. (... I had to run my first hybrid session without the help of technicians, which made it even more difficult.)”*

Examining digitally was cited by one respondent as “‘costing more than it tastes’ (‘det kostar mer än det smakar’) in terms of equipment and security solutions” [translated from Swedish]. Another course coordinator wrote:

*“The number of students that did not submit their exam paper in the June session was slightly higher than the previous year, but I am not sure this may be exclusively be attributed to distance learning over Zoom, since also the course cohort increased in size (from previously maximum 40 to maximum 60 this term).”*

More generally, one respondent spoke of the overall reduction of the learning experience when forced to teach online:

*“The most damaging thing that I see that (this kind of forced) distance teaching does to education is that it makes it devoid from or at least reduces the moments of learning and teaching that are embedded in our meetings with the students: those that are unique, happen in the moment, in the classroom, emerge from our conversations, exchanges, silences and bodily presence in the shared space. These parts of education are hardly possible to achieve online and often after an online class once we switch the cameras off we feel drained, rather than fulfilled. And this goes both for seminars and lectures. I can see that there might be temptation to keep some pre-recorded things online as a stable element of the education. I think it is risky – the quality of our education lies very much in the uniqueness of experience in the classroom and in the personal meetings between teachers and students*

*and among students. It is from these meetings, conversations, joint interpretations, sharing, discussions, agreements and disagreements that we all learn.”*

## Suggested improvements

*“At it stands, the course could be given in the same way next semester if online teaching is necessary. If not, our intention is to go back to the previous structure. In that case, we will skip the tutorial for the final paper which usually takes a lot of time. We will instead allow students to ask questions about their paper in class. Under the present circumstances, individual Zoom-sessions with us has probably been important in terms of retention.”*

Not all course coordinators saw distance learning as a long-term option that is viable beyond the corona pandemic. As the above quotation shows, some intended to go back to the previous structure, without any online tutorials etc, once returning physically to the classroom. With regards to more practical elements such as programming, one course coordinator ruled out doing it digitally again in future, saying “we want to do it in person.”

However, some course coordinators saw the benefits of online teaching or indicated ways in which it could be improved. Flexibility was stressed by some as being important. “One thing that I learned is that we need to be flexible when it comes to solutions and ideas for online teaching – some formats might have worked at the beginning of the pandemic, but got less useful later on and some solutions work for some students and teachers, but not for others. So offering a variation of formats is definitely a good idea (for instance, both pre-recorded lectures and live lectures online).”

On the other hand, developing a clear structure was more important to others:

*“Develop a routine whereby we explain more clearly how the course is structured (2 hour workshop seminars), how the various lectures ensure progression on the topic, and how the workshop group work provides the space for exploring the various methodological tools, while emphasise more clearly that the grade is only based on the individual exam paper that builds on the group work.”*

On trying to get students to be more interactive in an online class, one respondent wrote:

*“If the course is to be given online again, we should try to make it more interactive, for instance, to have Zoom-based labs where the instructor can share his or her screen to show the students how to work with SPSS and allow the students to ask questions in real-time. In this way, the labs can also work as “ice-breakers” for students who might feel hesitant about asking questions during the Zoom lectures.”*

With regards to civility in the online classroom, the course coordinator who reported the incident suggested that Graduate School in future “[d]evelop a routine whereby we bring up at the beginning of the course the importance of academic civility. Emphasise that the classroom regardless if physical or over Zoom is an environment for respectful dialogue with peers as well as with teachers.”

Another course coordinator outlined strategies in which teachers themselves could improve the mood in the online classroom:

- 1) “Be mindful in the international / diverse classroom & prepare to apologise [...] After I have used the wrong gender pronoun when addressing a student at the Zoom seminar, I wrote an email and apologised: the student accepted the apology.”
- 2) “Use humour and informality in communication [...] I see humour and informality as a further extension of approachability. This is where I allow myself to be funny in my teaching and encourage students to use creativity in their learning. For example, I invent names for their assignments. In [name of course], the individual project was called “Little Monster” and the group project was called “Big Monster”. I also call their assignments “masterpieces”. In addition, I try to write motivational emails before and after their submission of assignments, so that they do not despair if they struggle.”
- 3) “Two important strategies that I have adopted while teaching in times of the pandemic include the following. The first strategy is when the teacher logs into Zoom earlier, 5-10 minutes before the lecture or seminar, puts their camera and mic on, and greets every student by their name who has already entered Zoom. From my experience, many students have been positively surprised and eager to engage in a small talk with the teacher and other students before the class starts. This then sets the scene for all other students who enter Zoom afterwards to jump into the conversation, to say “Hello”, and simply to feel that their presence is appreciated. Zoom is good here because it displays student names, so it is easier for teachers to learn student names faster and to use them actively in interaction with students.... / ...The second strategy is when the teacher sends the students into Breakout Rooms on Zoom and instructs them to introduce themselves to each other (even if there is only one person in the room that they do not know) before they start their group discussion or exercise. Because courses at the Graduate School are composed of students from various programmes of study, it is very common that students do not know each other. As all their studies have been going on remotely, they did not have the same opportunity to make friends as would have been in pre-Covid-19 times. Hence, to smoothen the effect of broken social links, it is important that students get to know each other and feel comfortable with each other. I always recommend saying three things: (a) What is your programme of study? (b) Where have you been before Lund? (c) One funny/personal fact (e.g., you owe 10 pianos). I say these orally and then paste into instructions into the Chat on Zoom.”
- 4) “Be an approachable teacher [...] For me, being approachable means being open for interaction, both within and outside the classroom. Within the classroom, I try to small-talk with students before, during, and after the class; I leave room for questions and concerns. Outside the classroom, I answer their emails in a relatively short time; I provide written feedback on their individual and group assignments. I also do not put borders and am open to share things about myself. I see them as equal to me and try to

minimise the “teacher-student” division. I find this important to motivate learning. For example, I do not put the background cover behind me on a Zoom screen as I want them to see me as an ordinary person at home. I also wear hoodies and have a messed up bun on my hair, so that I look exactly like them. Creating similarities helps removing barriers. I want to show that I see them first and foremost as persons, individuals, and humans, and only then as students.”

- 5) “Give students formative (not summative) feedback [...] I consider formative feedback to be of paramount importance in learning facilitation. [...] For group feedback to the whole class, the technique I use is that I read through their day-to-day tasks and select 5-7 most common examples of “mistakes” or things that can be improved. Then I create a PPT slide for each “mistake”, copy and paste the “mistake” on the slide, and make a short 10-15 minutes presentation at the seminar explaining what the common “mistakes” are and how they can be improved. I use one representative task to illustrate each “mistake”. I ask everyone to check whether they have made this “mistake” in their own tasks. For the next task, I ask them to correct the “mistake” by incorporating the suggestions presented. [...] As for individual feedback (orally or in writing) [...] I usually provide written feedback on student’s mid-term/throughout-the-course (non-graded) papers, whether on methods courses, substance courses, or thesis supervision courses. Depending on the setup, I would either send my written feedback by email to the student or share my screen during our Zoom session and go through each written comment orally. If done orally, the student has an opportunity to ask a question or elaborate on my feedback. If this is a group peer-review session, other students can also read and listen to the comments I prepared to their peers and learn something for themselves. In this case, I would distribute individual feedback to the whole group.”
- 6) “To sum up, I would like to say that whether face-to-face or online, I try to encourage students. I try to make them believe in themselves regardless of the social position they come from.”

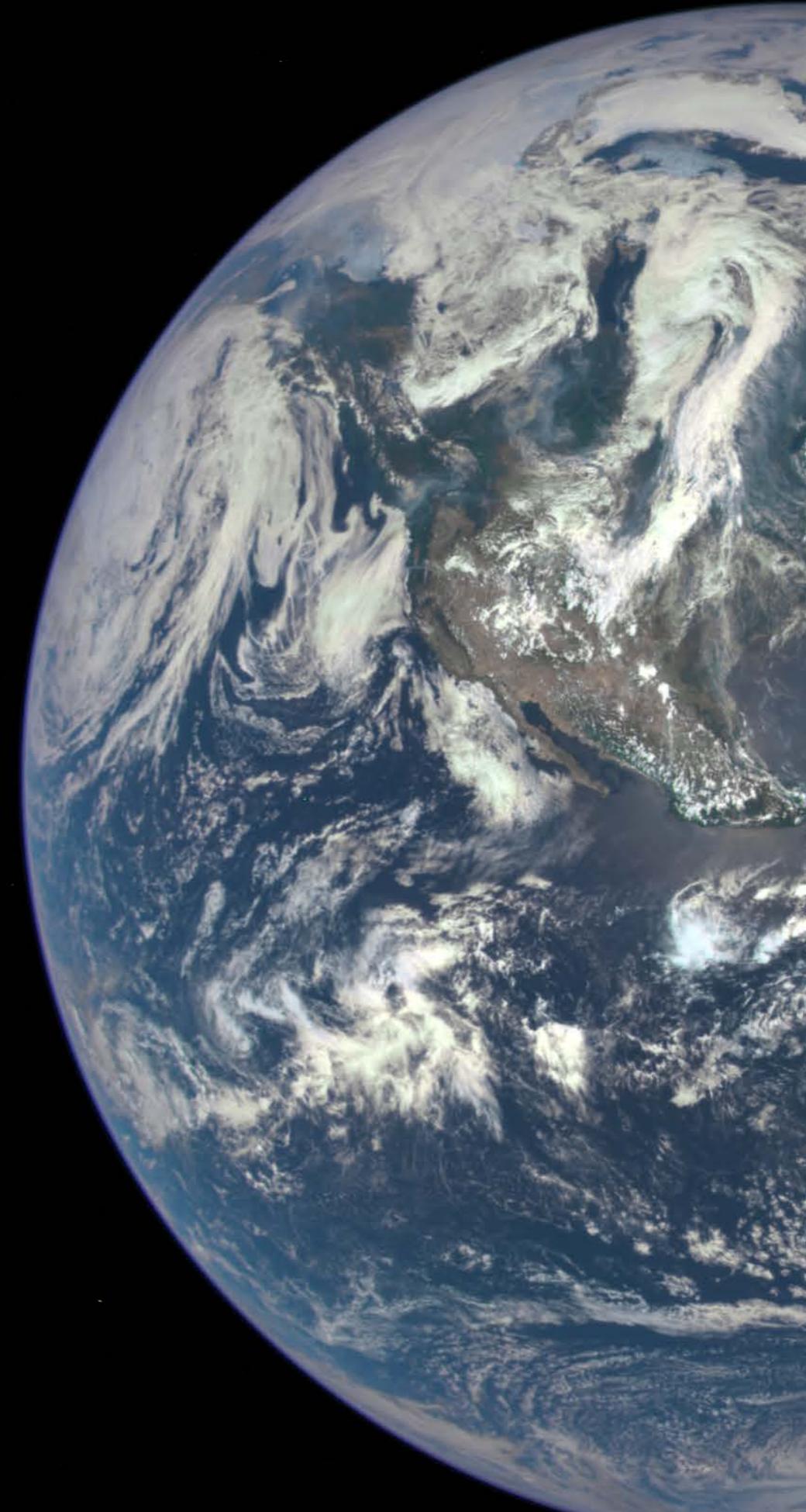
# GRADUATE SCHOOL ALUMNI ASSOCIATION – MENTORING

*The Graduate School Alumni Association (GSAA) was founded in 2020 by Laura Blazkova and Wichuta Teeratanabodee, alumni of the MSc Development Studies Program (2018-2020). Together with two new mentorship coordinators, Leni Lindemann, Alma Molin Aziegbe, Laura writes here about their new mentoring programme that was launched in the autumn term of 2021.*

## Graduate School Alumni Association



Laura Blazkova & Wichuta  
Teeratanabodee  
Graduate School Alumni  
Association



# Graduate School Alumni Association - Mentoring Programme at GSAA

During our time as students of Lund University, we have felt that there is a need for more networking opportunities and career development. We find that in our line of studies, where you don't graduate with a job title but rather have to define your career path, it is sometimes hard to know what to expect and how to prepare for joining the job market. Therefore, we believe it can be invaluable to get a chance to talk to previous students who have been where we are now to learn things we do not necessarily learn from academia. As we established the Graduate School Alumni Association (GSAA), we wanted to take an extra step and create a programme that would specifically target these needs. We believe that what makes this mentorship programme unique is that it builds on the ideas, needs, and experiences of both current students and alumni.

Over the summer, the two mentorship coordinators, Leni and Alma worked alongside GSAA founder, Laura, to develop the pilot mentoring programme, which was launched in the fall semester of 2021. At the heart of our programme is the knowledge exchange between the students (the mentees) and the alumni (mentors), as well as the emphasis on individual needs and interests and a high level of flexibility. It is important to us to make sure mentoring is not treated as a therapy session or a lecture, but rather as a constructive and professional discussion between an experienced person and a less experienced one.

One of our main goals with establishing the GSAA Mentorship Programme was to create a structured programme. We wanted students to take time to formulate and reflect on the skills they would like to develop, the goals they would like to reach, and address their career development more broadly. To this end, we organised a welcome workshop where we helped mentees set their SMART goals, and also provided them with an opportunity to exchange their expectations about the programme with one another.

During the programme, five students meet with their mentors up to six times for meetings of approximately 45 minutes each. Each student was matched with a mentor based on common interests or the mentor having skills the student wishes to develop. The aim is for the mentoring sessions to be a forum to ask questions about the desired career and improve skills such as CV writing, networking, or presentational skills.

As we are currently in the middle of the pilot programme, it is hard to evaluate the experiences of mentoring already. However, we have received very positive feedback so far from our participants, as well as from mentors. Both mentors and mentees are happy about their match and meet regularly every month. We will continue collecting feedback and based on shared experiences we will improve the programme for the next cohort, which we plan to run in February 2022.

*Leni Lindemann, Alma Molin Aziegbe & Laura Blazkova, December 2021*



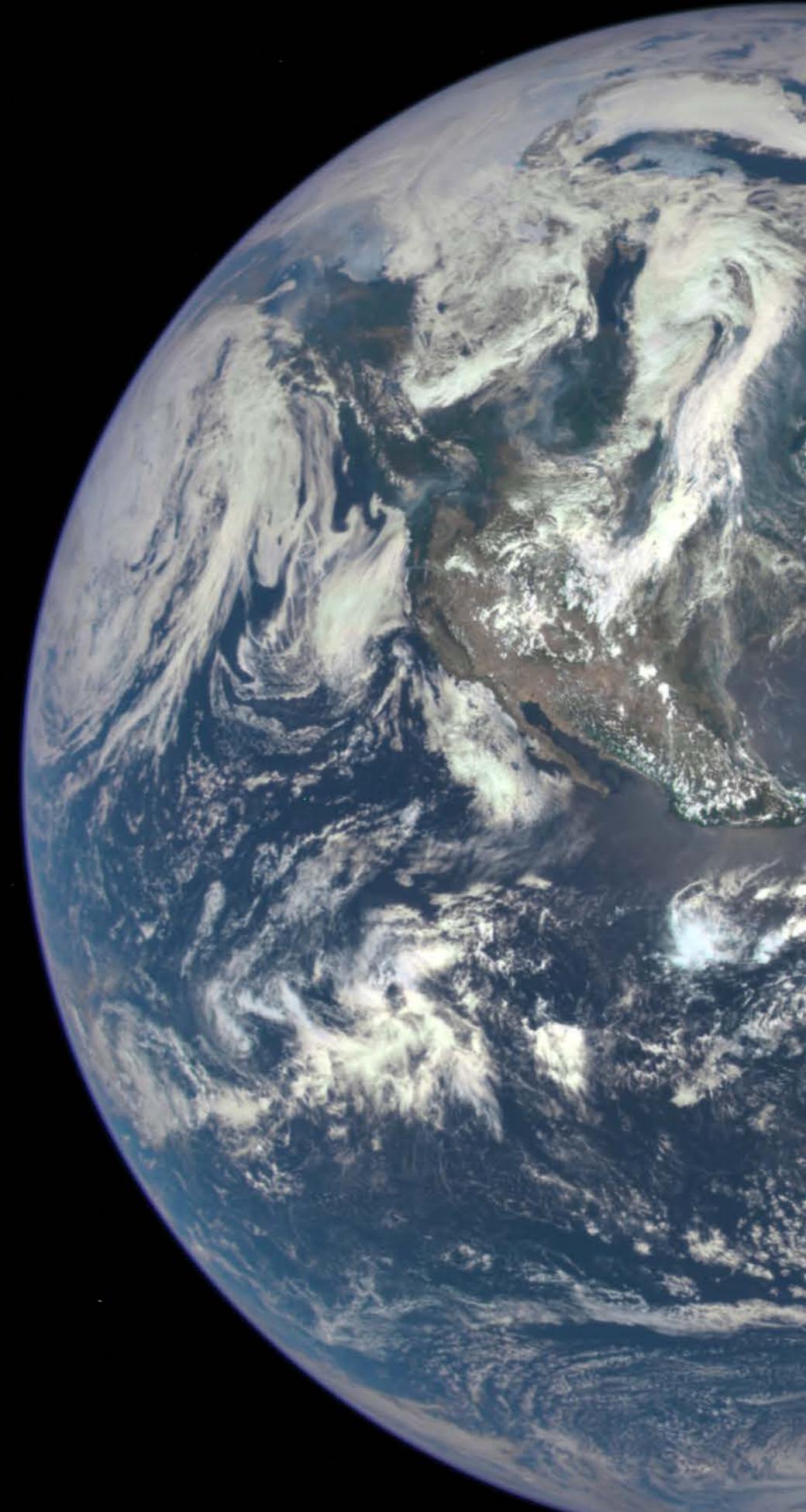
Source: LU Bildbanken

# EXPERIENCES OF MASTER STUDENTS IN A GLOBAL PANDEMIC

*The corona pandemic brought many challenges with it, both to teachers and to students. As part of her research, Andrea Sofía Sánchez Almeida reflects on the specific challenges faced by students, and has interviewed some of the Graduate School cohort 2020 about their experiences.*



Andrea Sofía Sánchez Almeida  
Graduate School Intern



# When the World Shuts Down... Who is Watching?

Someone once stated that people may forget what you said but never how you made them feel. Even though there is a high chance that this piece will just become another article about the pandemic, there also exists a possibility it turns out to be a memorable reading that brings everyone a step closer to the lived experiences of master students from the 2020 cohort. On the 18th of December 2020, Lund University decided to implement the recommendations issued by the Swedish government and urged students to continue their education fully online when announcing that classroom teaching would be discontinued and study spaces would have limited opening hours. While the collective memory of this disruptive period remains fresh in our minds, it is necessary to record and assess the impact that Covid-19 had on students' well-being with the hopes of building an academic environment capable of adapting to their evolving needs. Now is the time to safeguard these experiences from falling into oblivion by diving into the testimonies of several Graduate School (GS) students who were interviewed as part of a field research which documented their perceptions, emotions, expectations and behaviours while studying during this turbulent crisis.

Reflecting on the data obtained led to the unfortunate conclusion that participants were suffering a rapid mental health deterioration stemming from unexpected lifestyle changes, their inability to have regular socially meaningful interactions and what was perceived as an absence of institutional intervention. To begin with, a continuous lack of concentration and the struggle to find the necessary motivation to be involved in any kind of activity was met with what focus group interviewees classified as a severe difficulty to rest at night: "I have a very f\*\*\*ed-up sleeping pattern from all the stress. I have a lot of trouble sleeping and falling asleep. I think it's mostly because of all the pressure that we put on ourselves. I am tired all the time!" – claimed one student while the rest of them nodded intensely to signal empathy. From conventional therapy sessions to remaining indifferent towards course demands, the desire to get a breath of fresh air saw itself translated into the kick-start of multiple ingenious strategies that would eventually enable students to confront these challenges and process their own emotions in the healthiest way possible: "I've been knitting, I've been doing calligraphy. Those are the only things that are keeping me sane!" and "I'm embroidering now, I did some clay sculpturing, I'm doing puzzles... Just to wind down and actively not being constantly connected to the internet" responded another participant.

The real extent of the problem became apparent when a participant recognised that "right now, my main identity is not that of being a student (...) I just don't care about my studies. I don't read anything. I am just hardly making it through..." Indeed, mental health deterioration became a recurring topic of conversation that progressively intensified as a collective feeling of frustration and resignation filtered through the screen when one of the

interviewees proclaimed with a confident but trembling voice: "They don't even speak to this! There has been *nothing* like 'hey, we know that this is a really tough time, let us know what we can do' or 'here is the link for student counselling'! They don't recognise that we are all super stressed, have anxiety, are even depressed... and that we might not be able to perform as we usually would due to the pandemic. There has been no recognition of this. Like, *nothing!*" After discussing GS's input with a few of its staff members, it became clear that the institution did attempt on various occasions to reach out to students with resources on counselling opportunities and even participated in the Campus Online initiative which had as one of its aims to alleviate potential mental and physical distress through activities such as online yoga classes and joint study sessions. Could these opposing statements then be seen as an indicator of an existing communication barrier?

What started out as a chaotic chanting of discontent swiftly became a productive feedback session where potential solutions on how to improve students' well-being were discussed. Participants listed their ideal arrangements to include a reduction in workload, organising reading groups with their classmates, adopting fixed weekly schedules, having more breaks during long Zoom sessions, ensuring that all course material was available online or spending time together with teachers reflecting upon how everyone had adjusted to the changes brought on by the pandemic.

Assuming that they had been left to fight their own battles, close contact with family members and pre-pandemic friends as well as participation in online social events appeared a growing emotional baggage garnished by a peculiar sorrow stemming from the inability to enjoy a long-awaited student experience: "We have definitely been deprived of getting to know each other and having that social life among classmates. You also can't really have conversations like, 'does anyone else feel that they are gonna blow their heads off with all of these readings? How are you feeling?' When you're not together in a classroom it's way harder to speak about these things and then you feel that you're the only one struggling. So you don't have the chance to talk about this stuff with people that might be able to relate to you."

Sharing with you what started off as an assignment for my SIMM25 Fieldwork course has only been possible due to the participants' willingness to open-up about their experiences with a wider audience and GS's commitment to pushing forward for projects that strive to attain progress. As this article comes to an end, I wonder whether you saw yourself somehow reflected in any of the above testimonies? Even though these were just snippets of much lengthier conversations, it was listening to reported feelings of detachment from the student community and the expectations to have a closer connection with GS which prompted me to apply for the internship position I currently hold. Now that we have overcome the worst part of the pandemic and day-to-day activities are returning to normality, it is time to take a stock of the overall situation and see these stories as a starting point from which to keep searching for innovative ideas that bring about the change that is needed.

# AKADEMISKA FÖRENINGEN

*Many of you will have seen AF-Borgen if you walk through Lund, as it stands proudly opposite the main Lund University building in Lundagård park that also includes Domkyrkan (the Cathedral). It is the 'castle' that belongs to Akademiska Föreningen (the Academic Society), a non-profit student organisation, run for and by students at Lund University since 1830. In this article, you can read more about the organisation and the building in which it is housed.*



Annika Hughes  
Information Coordinator  
Graduate School



# The Academic Society – What is it?

*“The Academic Society (AF) is a non-profit student organisation, for and by students with a purpose of gathering and broadening the cultural aspect of the student life at Lund University. By providing supporting functions and premises AF enables their own committees, the connected organisations and students to go through with initiatives no matter the size to enrich Lund’s student life and make Lund an attractive place to study.”*

Source: [www.af.lu.se/en-home](http://www.af.lu.se/en-home)

## History of the Academic Society (AF)

“In 1830 there was about 400 students in Lund. The nations’ economic conditions to maintain their own spaces were bad, their activities were hence quite modest. Student unions did not even exist. There was a wish for a common gathering place for the city’s students, and the Academic Society was founded by the nations together with a few younger teachers at the university. The model example was Studenterforeningen in Copenhagen that had been founded ten years earlier. On New Years eve 1830 as the clock struck midnight the Academic Society was founded. Not, as one may think, to enable student interests, but just to keep an eye on them...

The students at the time had less money than students today, and a knack for getting into trouble. Trouble that cannot really be compared to today’s innocent student activities. That students had trouble living in harmony with the rest of society could be based in their low average age. As early as age 15-16 students left home for university.

Professor C A Agardh, who later became a bishop in Karlstad, was one of the driving forces of creating the Academic Society. He was convinced that there needed to be a solution to keep students from “spending time with friends without morals” and have them engage in activities with a “higher standing”. Agardh found inspiration from the British college system and *Studenterforeningen* in Copenhagen. It was decided that the organisation would provide food and living quarters for about fifty students.

The staff should preferably be German or French, this due to the fact that students were in need of learning foreign languages. The Academic Society bought Sylwanska gården that became the accommodating location.

Today it is easy to understand why the arrangement wasn’t very popular among students. That is why the nations took over the Academic Society, bought Sylwanska gården, all with support from Crown Prince Oscar. A form of living with student influence was hence born.

All activities took place at Sylwanska gården (which can be found on Råbygatan down by Södra Esplanaden), but the organisation quickly grew and the need for bigger premises

became blatant. The Academic Society became a place where students eventually spent time on somewhat more peaceful activities than before. The studentical aspects of student life began to emerge with spex and festivities. Work started up with building the borg that we can see today and the original borg’s structure was completed in 1851. Since then it has been renovated and reconstructed various times.

The Academic Society was as early as then open for all students and teachers at Lund University and was founded to satisfy four needs; *Atheneum* – a meeting space for academics, *Convictorium* – a dining hall with student friendly prices, *Societeten* – social and cultural activities and last but not least residential quarters. These four ground pillars continue to be the foundation that the organisation lays upon today, and they are all gathered within the borg’s walls. December 1st is AF’s anniversary. The university chancellor of the time (1839), Crown Prince Oscar I, had donated 2000 riksdaler to the Academic Society and in that way played an important part in the creation of the organisation. And which date would be more appropriate to honor him than his own name day?”

Source: [www.af.lu.se/en-afs-history](http://www.af.lu.se/en-afs-history)



Source: LU Bildbanken

## History of the AF Castle (AF-Borgen)

“The ground floor in this “ynlingaborg,” [young men’s castle] which the building was sometimes referred to as, was occupied by konviktorium (a dining hall), Atheneum and staff housing. One came to Athén through the southern façade’s entrance facing Tegnérsplassen while the entrance to konviktoriet was placed in the middle of the western façade. The upper level contained Athéns journal room, containing periodicals as well as new literature, and also the large banquet hall, which occupied the entire west wing’s second floor.

In 1868 the first addition to the building was constructed along Sankt Annegatan. It had two floors and was decorated with a “singing hall” on the second floor. The façade’s design was made to match the older building. Here too the ground floor was made smooth while the second floor is equipped with licenses and arc frieze. However, the new wing was built entirely in red brick.

Already in 1880 the planning for an additional expansion to the association building began. Helgo Zettervall drew up a suggestion and the courtyard north of the existing complex was purchased. Zettervall’s idea was that the Academic Associations western façade should be included in the University Place’s plan and stand as a counterpart to the university building. The construction he drew up toward the north, along Sandgatan, was a mirror-reflection of Strömbärg’s façade from 1851. The north-western tower, together with a new, identical tower, became a centrepiece and the south-western tower and the anticipated north-western tower became sidorisliter. However, this suggestion was never followed through and it was not until 1903 before the planning of an addition to the building-complex was taken seriously. The three architects Theodor Wählin, Fredrik Sundbärg and Folke Zettervall (the son of Helgo Zettervall) then drew a suggestion each. It was Fredrik Sundbärg’s proposal, in a slightly revised form, that became the winner.

In 1909 the construction commenced. The expansion was constructed in red machine brick on two floors with a staircase gabled avant-corps with bay windows facing north and a circular tower standing six floors tall in the façade’s southern part. The tower was used to create a smooth transition between the two buildings. Between the old building’s north-western tower and the newly built tower was a common entrance with an indented portal with round arches on the first and second floor and a stair gable at the top. The second floor’s round arch was a few years later adorned by a bronze relief made by Axel Ebbe, which represents “A stag with spirit hot as storms through the country road’s dust catching the goal he does not know.” The façade between the avant-corps in the north and the tower in the south received a very varied execution. The windows on the ground floor were made to match the older building, large and round-headed. The second floor was pulled in and gave way to a terrace with brick, latticed balustrade. Here, the windows were narrow and linked in larger arcs. The upper floor has a series of smaller, closely-spaced windows. The façade was, as the round tower, finished with battlements.

Within the new entrance, a vestibule was created with columns made out of brick and capital of red sandstone. In the old house, Athén had been made significantly larger than before, and the new building was furnished with a dining room and cafe facilities. Above these, there was a new banquet hall. The top floors were furnished as dorm-rooms.

In 1946 an extension of Fredrik Sundbärg’s wing was made. The restaurant needed refurbished premises so they chose to build in the terrace that had existed between the northern avant-corps and the round tower at the main entrance. The drawings of the design were made by architecture Hans Westman and the building was constructed in two floors. On the ground floor, the facade is covered with white marble and the upper floor is with red bricks. The windows are straight and white, and the roof is covered with green plate. In the added building a dining room was furnished. The old, exterior walls were retained inside the restaurant venue and one of the windows became the door connecting the old and new restaurant. In connection with this extension, a new entrance to the restaurant in the round tower opened. The tower room that in 1911 had been decorated as a cafe turned into a cloakroom.

In 1947 another addition to the building was carried out, according to Hans Westman’s drawings. It was the first student housing of the kind that later came to be built in several parts of the city. North of the previously described “singing hall” by Sankt Annegatan in the Aspergrenska plot an “experimenthouse” was built with 17 identical dorm rooms with a toilet and shower in each corridor. The facades are clad with red brick, divided into areas of bands in white marble. The door has rounded corners and above it sits an owl in sandstone, which originally had sat on Sundbärg’s facade facing Sandgatan.

The last major reconstruction that the house at Sandgatan has undergone was completed in 1951. The east wing in Strömbärg’s original “castle” had only one floor. As early as in 1939, work had begun with a plan to build in the inner courtyard and add to the east wing. Due to a lack of funds, this change did not occur until 1951. The interior of the house was also redone and was significantly modernized. All the small rooms that had previously served as Athén were merged into a single room with windows facing Sandgatan, Tegnérsplassen and Sankt Annegatan. The Great Hall had indeed received new furnishing and changed its appearance several times before, but the change that now was accomplished was at last almost complete. The pillars were removed and the stands were instead constructed out of steel and concrete beams. Ceilings, walls, floors and fittings were redone, as they also were in Athén and in the stairways and corridors.

The dorm rooms on the top two floors were during the 1960s gradually utilised for various administrative needs due to the increased number of students. During the 1970s, when the number of students fell, some of the rooms on the third and fourth floor were instead rented out. In the year 1973 Athén closed and the venues were taken over by Akademibokhandeln.

During the 1970s, a big part of student-life moved to the Nations’ houses and the newly built Sparta. However, soon an opinion was once again brought back regarding another

investment in the old castle in the middle of Lund. In 1980, the Great Hall was renovated. Athén was at the time a bookstore under AF's control called Akademibokhandel. The old café Tua was a kiosk.

Since many activities and operations returned to the building during the 1980s, it was clear that a new makeover was needed to save the castle from decay, but it wasn't until 1994, with the help from large donations from the business sector, that the renovations could begin. Among other things, Lilla Salen's paintings were restored and work with the ventilation system was carried out. At the same time, renovations were also performed in what today is known as Tegnér's Matsalar. The ceiling that exists today in Stora Salen is also from this renovation. Athén was turned into two lecture halls called Samarkand and Aten. These were managed by the University.

In the early 2000's, a decision was made that Athén should become an open cafe-venue and the rebuilding began. In the autumn of 2004, the new premises were inaugurated. The interior of the re-opened Athén is fully renovated but it is stylistically inspired by the 1950s and 1960s aesthetics."

Source: [www.af.lu.se/en-af-building-history](http://www.af.lu.se/en-af-building-history)

### What part does the Academic Society (AF) take in Lund's student life today?

- The Academic Society consists of 12 committees that are part of the non-profit association, as well as a number of recognised and cooperative associations with which they have cooperation agreements.
- AF's day-to-day operations are led by five full-time students who constitute the Presidium, as well as the foremen of each committee. The Board with the president of the Academic Society has the ultimate responsibility for the association.
- AF's highest decision-making organ, the Supreme Board (Akademiska Föreningens överstyrelse), is made up of members from nations, unions and special members of the Academic Society.
- The student estate in Skanör is a foundation that belongs to AF, but is run by an administrative board and special foreman.
- AF-Borgen AB is a subsidiary company of the Academic Society, which owns all shares in the company. AF-Borgen AB is a provider of premises for associations, and study-areas.
- AB Bostäder (AF Housing) is a foundation through which student housing is provided to AF members who currently study. The organisation is thus governed by its founding statutes, but the majority of the board members are admitted through AF.
- AF is part of Studentlund, a collaboration between 12 Nations and 7 Student Unions.

AF's organisational structure means that there is a great deal of autonomy in their operations. Consequently, AF cannot make overall collective decisions for all operations on its own initiative.

Taken (with permission) from [www.af.lu.se/en-current](http://www.af.lu.se/en-current)

### Benefits of AF membership

Members benefit from the opportunity to get involved in about fifty committees and associations (committees and associations), that you get a discount on e.g. Lundaspexarnas and Boelspexarnas performances, Studentaftons aftnar (and also other committees and associations' public activities) and stand in AF Bostäder's housing queue.

As a member, students can rent this property in Skanör – [www.af.lu.se/sv-studentgarden-i-skanor](http://www.af.lu.se/sv-studentgarden-i-skanor). AF committees, student nations and other associations go here to socialise, plan or just relax from their studies.



### Other properties

If you are looking for a getaway from Lund, there is also [lillsjodal.se/om-garden/](http://lillsjodal.se/om-garden/) which is a farm that is managed by Lund University's student unions (LUS). The easiest way to book is via their website, but you can also call or email them, details on website.

