

Sammanfattning av diskussionerna vid Storträffen 14 maj 2024

Summary of the discussions at Storträffen Meetup 14 May 2024

1. Poster exhibition: Skolornas projekt inom Framtidens utbildning / The School's projects within Future Education (Sofie Kim, Per Fagrell)

Future Education at KTH is a change programme with a framework that will help us to be proactive and structure our development work of KTH's education based on a long-term holistic perspective. The framework consists of 13 principles clustered in 5 areas, see [Future education at KTH](#).

The first round of projects is being finalised, and we can take part in lessons learned, and opportunities. Posters of all the projects in the 2023 batch were shown in room Q31. [Future Education's Project batch for 2023](#)

2. Diskussion: När är anonym examination relevant/inte relevant? (Viggo Kann, Peter Sillén)

Forskningsstudier ger inget stöd för att anonymisering av examinationen påverkar bedömningen, men för studenten kan anonym examination upplevas rättvisare, se [bakgrundsmaterial](#).

När är anonym examination relevant och när är mer lärandeorienterade examinationsformer lämpliga? Fem lärare och tre studenter deltog i diskussionen.

- Det upplevs tryggare för studenterna om bedömningen sker anonymiserat.
- Att ge en rättvis och bedömning och undvika all form av bias hör till den professionella lärarrollen.
- Om det är kontinuerlig examination i kursen och bedömningen sker anonymiserat blir det tråkigare för läraren och läraren tappar möjlighet att lära varje students svagheter och styrkor för att kunna ge individualiserad hjälp. Detta är viktigt på basårets långa kurser.
- Oro för bias vid portföljbedömning i arkitektur. Borde gå att anonymisera i många fall.
- Examinationer ser ut på många olika sätt och det finns mängder av olika sätt att räkna in bonuspoäng, ersätta uppgifter med kontrollskrivningar, räkna ihop resultat från flera prov etc. Vi ser en risk för att KTH implementerar en anonymiseringslösning som gör att det inte finns rum att betygsätta annat än det som presteras på tentan så kan den inte tillämpas på så många tentor.
- Det finns bra anonymiseringslösningar på andra lärosäten som inte förstör möjligheten att räkna in bonuspoäng vid en anonymiserad tenta och liknande. KTH borde lära sig av dessa och inte implementera en egen oflexibel anonymiseringslösning.
- Det får inte skapas ett tryck på lärarna från KTH att övergå till examinationsformer som kan genomföras anonymiserat när andra examinationsformer vore att föredra.
- THS åsiktsdokument säger att anonymisering bara ska användas om det inte är negativt för pedagogiken, se bakgrundsmaterialet.

Vårt medskick till KTH när anonymiserad examination ska implementeras: Välj inte ett oflexibelt system för anonymiserad examination! Det måste gå att ha bonuspoäng, tillgodoräkning av uppgifter och sammanräkning av flera var för sig anonymiserade prov.

3. Diskussion: Studiekultur som gör rent formativ bedömning möjlig (Camilla Björn)

Here are some of the suggestions which we discussed for how we incorporate formative assessment into our courses:

- **In class:** Present small examples/exercises during the lecture/tutorial for the students to discuss or think about individually before discussing it with the whole class. It's good if these examples focus on common misconceptions to help the students see that this is difficult for many students, this can also increase the nr. of "aha"-moments. Since the students aren't always comfortable sharing their answers with their peers it can be good to use anonymous voting (tex. menti) if the students should share their responses.
- **Clear connection to the course:** It's important that the formative assignment is useful to the students and that they can see this. In one of the courses which we discussed, the students were given a preparation assignment for their lab assignment which they peer assessed if they had handed it in on time. The students realised that since this preparation assignment was specifically designed to help them increase their understanding of the material necessary for the lab, doing it was almost mandatory to not spend too long on the actual assignment. This meant that most students did it.
- **Optional quizzes:** if these are well aligned with the course and the students understand this, they tend to be more inclined to do them. Sometimes the students can be intimidated and put off by the amount of course work hence it can be appreciated with short quizzes which the students can use to assess if they are on track with the most fundamental concepts (note: it's good if it's clear what the quiz tests so that the students doesn't think they've covered more than they have).

4. Discussion: To create forums for dialogue with external stakeholders about the relevance of the education - experiences, models, and tools (Johan Blaus, Malin Linngård)

A discussion on creating dialogue forums with external stakeholders about education relevance. Experiences, models, and tools were shared.

The discussion revolved around two themes.

1) **How to develop educational collaboration in courses and programs** through various types of external involvement such as guest lectures, project challenges, study visits, thesis work, etc.

Importance of continuity and good dialogue with the external stakeholders to integrate such elements in curricula. Sharing of good practices and internal dialogue is needed.

International students may need extra support to get involved with external organisations.

2) Involvement of external stakeholders in educational development.

There are several different ways to involve external stakeholders in connection with educational development, for example through external representation in program councils, creating industry councils, using existing industry forums, various types of surveys, focus groups, etc.

At the overall KTH level, since 2022 there is the Future Education External Advisory Forum (FEEAF) grouping with representatives from KTH's strategic partnership, the Technology Companies, Sweden's Engineers, the Innovation Companies and Sweden's Architects.

There are examples of similar groupings at department level, eg Indek at ITM.

To facilitate the establishment of dialogue with external stakeholders in connection with educational development, there is a checklist with a number of questions for KTH and the external one respectively to calibrate expectations regarding format and content. See link:

[MERUT checklista externa intressenter.pdf - Google Drive](#)

One conclusion from the discussions is that continued internal dialogue is needed to share good examples and specify what operational support is needed. The next meeting in the PriU-group will be October 3rd 2024, 08.30-09.30. Venue Arabella at Teknikringen 1.

The theme will be: Sharing of good practises.

5. Diskussion: Vilken vidareutbildning är mest relevant för KTH att ge? (Lena Gumaelius, Johan Blaus, Anders Johansson)

Hur bidrar KTH på bästa sätt till kompetensutveckling när utbildning är mer än utbildningsprogram som tas av våra unga, oftast i samband med avslutad gymnasietid? Vad behöver vi tänka på för att bli mer relevanta när det gäller att erbjuda utbildning till dem som inte kan vara på campus, heltid? Vilket utbildningsinnehåll vill vi erbjuda dem som redan är ute i arbetslivet och vill fördjupa sina kompetenser eller få ny inspiration? Hur kan våra olika studentgrupper stärka och inspirera varandra? Vi diskuterar vårt drömläge om 10 år samt vilka steg som är möjliga att ta nu idag.

6. Exchange of experiences: Use of AI to automatically grade answers to open-ended questions (Magnus Andersson, Foteini Kyriakidou)

Artificial intelligence can help us to become more efficient when we assess and grade open-ended questions. During this session, we will share our experiences and discuss advantages and disadvantages with such an approach.

- Within 1 year, the attitude towards AI has changed from mainly being considered as a threat to academic integrity to be considered as an opportunity
- The opportunity is to use AI for anything that takes time
- A potential future use is to use AI for supplying faster and better formative assessment on open questions and thereby increase learning
- Can we use AI to make courses more interesting?
- AI as a learning resource for teachers
- It will probably create new ideas for grading and assessing student work and affect the way we write assessment criteria
- However, can we end up with AI grading AI? Where is the critical thinking in such a process?

- Is there a risk that students in the future become “prompt editors” rather than critical thinkers? The ‘atomization’ through AI is a potential danger.
- There is a price for change toward AI. What should we focus on?
- There is a lack of simple-to-use plug-in within Canvas at the moment, so there is a threshold to start using AI for open-ended questions.
- There are concerns about the social dimensions in this development. What is the new role of a teacher and a student when AI is implemented for more advanced assessment tasks? How will students and teachers perceive these changes?
- How should ethics be handled when uploading other’s material to AI services that use that material to improve the AI system itself (especially if the AI system is owned by commercial interests)?
- How to handle errors created by AI? What can be tolerated? Can an AI system admit that it was wrong?
- Policies and recommendations are sometimes missing (or not yet fully developed).

7. Exchange of experiences: Learning analytics in Canvas (Fredrik Enoksson, Thashmee Karutnaratne)

Have you used, or are you interested in using, data in Canvas to analyse your course and your students’ progress? If so, come and exchange your experiences!

Summary:

The discussion was focused on what type of data/analytics that would be useful to have, especially during a course. In general teachers seem to be fairly aware of what is going on in a course, even without data/analytics. But, to have numbers to confirm would be something nice to have. We discussed further on the functionality that could be found in canvas for analytics. It is difficult to find general tools for analytics that fit many courses, which actually contribute valuable insights about a course. Often it is very context-dependent to a course.

Some concrete things were discussed

- Is it possible to see if students have seen the feedback a teacher has written for them? Since teachers can spend a lot of time on writing feedback, it would also be good to know (via Canvas) if the student has seen the feedback or not.
- Being able to get any idea if students has watched an educational videos (e.g. in KTH Play). And, when do they watch? Analytics can be found in KTH Play, but is it reliable? If not, can we use Matomo in some way? Besides that, it would also be interesting to see which parts of a video the students watch the most.

8. Diskussion: Vad är viktigt för hög kvalitet och relevans i vår digitala och fysiska undervisning? (Charlotte Hurdelbrink, Rickard Bellander)

Vilka är de stora utmaningarna för vår digitala och fysiska undervisning ur ett lärar- respektive studentperspektiv? Hur ser ett pedagogiskt och bra schema ut? Hur planerar vi undervisningen på bästa sätt? Hur ska undervisningen se ut? Studenter och lärare, dela med er av era tankar, idéer och önskemål om kvalitet och relevans för vår undervisning!

9. Diskussion: Vad är kvalitet i studentcentrerat lärande utifrån ett rumsligt perspektiv? (Marika Strömberg, Ninni Carlsund)

Vad kännetecknar en god undervisningssal och en god studiemiljö ur ett lärar- respektive studentperspektiv? Fler eluttag, stabilt Eduroam, bra belysning och ventilation? Studenter och lärare, dela med er av era tankar, idéer och önskemål om kvalitet och relevans för våra studiemiljöer!

10. Discussion: To create justice and counteract discrimination and incivility at KTH as a basis for relevance and quality - the opportunities and responsibilities of teachers and students (Dena Hussein, Charlotta Delin, Anne Peters, Elina Charatsidou)

We will discuss steps to address discrimination, to ensure that education can be relevant and of high quality. The starting point will be an acknowledgment of research, reports, and experiences that discrimination exists at KTH and beyond (see e.g. the [report on double-discrimination against women at KTH](#), published this year). And so we will engage in the question: "What can be done in a situation where a person's judgement and competence is questioned, where a person is ignored or disrespected?"

11. Discussion: The KTH teacher's lifelong learning - what is needed and how is it best organised? (Ida Naimi-Akbar, Martin Grimheden)

Today's conversation will focus on KTH teachers' need to continuously develop in their role. Knowledge, skills, abilities, approaches?

12. Discussion: How are studies affected by the mixing of life-long learning students and program students? (Elsa Berlin, Mats Nilsson)

As more courses at KTH are available for both program students and life-long learning students, these students are mixed to a greater extent. What opportunities and challenges exist when these students with different backgrounds and expectations meet?

13. Diskussion: Hur kan vi få fler studenter att delta i undervisningen? (Katarina Polyjam Lindmark, Mats Nilsson)

Vi ser i allt större utsträckning att studenter väljer att läsa på egen hand i stället för att delta i den schemalagda undervisningen. Detta leder till att de missar chansen att bilda grupper att studera tillsammans med och kan även leda till att de inte får tillräckligt med tid att studera, om de exempelvis arbetar på deltid. Hur kan vi hantera detta?

14. Discussion: Sustainability in courses and educational programs - What is relevant? What is quality? (Anders Rosén, Héléne Hermansson)

At KTH, we have embraced a new vision aimed at educating engineers, architects, teachers, and researchers capable of leading the transition to a sustainable and equitable world. But what does this really mean in practice? How can our programmes become relevant and effective in addressing a rapidly changing world? How do we ensure that our students develop critical thinking and collaboration skills to address complex challenges responsibly?

15. Discussion: Policy development of generative AI in higher education (Anouk Tso, Olga Viberg)

The unprecedented rise in the use of AI tools in higher education imposes a number of urgent challenges and dilemmas to universities. Striking the right balance between risk mitigation and embracing innovation is a daunting task. This session seeks to explore and discuss different strategies of universities navigating the new reality of dealing with AI in the classroom.

16. Discussion: Responsible use of digital technologies and student data in higher education (Olga Viberg, Emma Riese)

As part of the Erasmus project Hybrid-e, we have developed a framework aiming to help faculty/staff and students discuss questions regarding the use of technology and student data in education settings, especially when new digital tools are introduced. During this session, we briefly presented the proposed framework that has been developed based on an international data collection with teachers and staff from Sweden, the Netherlands, Greece, and Ireland. We then applied some of the questions from the framework to a concrete case, the introduction of ChatGPT as a tool. The framework questions triggered discussions about how ChatGPT can be used within courses to enhance the learning experience and help the students achieve the intended learning outcomes. We also briefly discussed the need for policy and support for teachers who would like to make more informed decisions about how to use ChatGPT in their courses.

17. Learn more: Facilitate hybrid learning in higher education (David Jennings)

What does it mean to offer *hybrid learning*? And what may be the impact on faculty and learners alike? Our HE Institutions have invested in the built environment, creating a third space: one within which to gather and socialise, collaborate, share knowledge and have the opportunity for active learning. However, the European wide issue of housing, high rents and changing expectations for education create a dilemma for engaging learners within the one domain - that of the physical campus. Can hybrid learning bridge the divide? Is there a new and emerging dynamic to higher education - and a genuine opportunity to transform learning? This session shall explore ones' conceptions of hybrid learning and the myriad of issues entangled therein.

- The session started with a brief overview of the continuum of traditional through

hybrid to online teaching and learning. Participants were asked to discuss and identify where their core practice lay and where/how they would like to see it evolve.

- The consensus in terms of practice [re: one's place on the continuum] was that 'it depends' on the discipline, the cohort, the level etc. However, there was acknowledgement that the ability to be flexible and adaptive is key to the provision and support of 'sound learning'. Questions arose around level of support, measuring success, validating 'best practice' and embedded/institutional practices...
- Concluding thought: one's ability to be cognizant of the potential of, and variety of delivery modes is key to success for faculty and learners.

18. Learn more: Generating course material with AI support (Ric Glassey, Olle Bälter)

Students love AI-generated pQBL-material and want to have it in more courses. The discussion questions were on why using Torus instead of Canvas or Möbius (the two latter are lacking learning analytics functionality to improve the learning materia). Regarding assessment, the pQBL methodology does not affect that, you can continue to assess students as you always have done. The AI-generated pQBL-material can replace or complement lectures and/or textbooks. The risk of AI generating poor quality questions and learning objectives are mitigated by the human quality control, but also once the course is run, by the learning analytics in Torus.

19. Diskussion: KTH:s karriärsystem - en ny utredning (Nina Wormbs, Ann Fust)

Vi har fått i uppdrag att utreda KTH:s karriärsystem och ge förslag på lösningar på dagens utmaningar. Det rör karriärvägar för adjunkter och forskare och kvalifikationerna för befordran till professor. Vi ska också göra scenarier som visar effekterna av förslag i resursfördelningen. Vi vill gärna diskutera möjliga lösningar.

20. Learn more: The new system for quality assurance of courses (Sofia Ritzén)

KTH's newly revised quality assurance system will, among other things, include an IT-based course evaluation and course analysis tool. The set-up is in full swing right now and we will tell you about how far we have come, what steps we are taking in the implementation, about how it will work and when we plan to use the tool fully.

20. Hör mera: Det nya systemet för kvalitetssäkring av kurser (Leif Gifvars, Inger Wikström Öbrand, Oliver Andersson)

KTH:s nyreviderade kvalitetssäkringssystem kommer bland annat att inkludera ett IT-baserat verktyg för kursvärdering och kursanalys. Utvecklingen är i full gång just nu och vi kommer att berätta för er hur långt vi har kommit, vilka steg vi tar i genomförandet, hur det kommer att fungera och när vi planerar att använda verktyget fullt ut.

21. Diskussion: Fakultetsnämndernas framtida roll för utbildningarnas relevans och kvalitet (Pernilla Hagbert, Elsa Berlin)

KTH har en ny kollegial struktur där beslutsfattande och ansvar för kvalitetsfrågor i utbildningen delvis har decentraliserats till fakultetsnämnderna på respektive skola. Det möjliggör nya sätt att organisera och diskutera strategiska utbildningsfrågor, samtidigt som det kräver samordning och överhörning mellan skolorna. Vi vill tillsammans diskutera de frågor som nämnderna kan/bör driva och formerna för detta arbete.

Från diskussionen framgår att fakultetsnämnderna fortfarande är i en utvecklingsfas och att det fortfarande finns vägval kvar när det kommer till fakultetsnämndernas roll. Det blir en balansgång där ärendehantering och beslut måste balanseras med frågor av mer långsiktig strategisk karaktär. En annan balansgång är huruvida fakultetsnämnderna ska vara drivande i utvecklingen- eller ha mer av en kvalitetsgranskande roll när det kommer till utbildningen.

Fakultetsnämnderna på de olika skolorna arbetar också med att utveckla format för beredning av ärenden och för att stärka nämndens förankring i kollegiet.

22. Discussion: Unite! for educational development. How can we benefit more from being part of a European University Alliance? (Björn Kjellgren, feat. Åsa Carlsson & Patrik Gärdenäs)

KTH has been part of the [European University Alliance Unite!](#) since 2019, and while much is happening within the alliance, the impact on regular teaching and learning activities outside the project remains limited. Let's discuss the potential to get more out of Unite! and how we can take advantage of the opportunities the alliance opens up!

- There is a lot going on that you can get involved in (as a student, teacher or other staff member), but we need to do a better job of reaching out, eg, by using the school newsletters more.
- There are also opportunities to be co-creative, with educational matchmaking and seed funding for educational initiatives and projects (and for research). More KTH:ers than before are finding these, but again more information is needed.
- Perhaps more activities like "Unite! - what's in it for me" could help.
- More active support for those who want to get involved would be good, to reduce the fear of bureaucracy.
- The big question is what the future holds for the Alliance, but at the moment that's anyone's guess...

23. Discussion: How can non-Swedish-speaking student representatives enrich our meetings and foster diversity in communication? (Mattias Åstrand, Ugne Miniotaite)

In this session, we approached the subject from four different points of view. Specifically, we considered (1) the impact on the workday of a student, (2) the direction that development within KTH is following and implications for the matter of non-Swedish student representation, (3) solutions to the encountered problems and (4) available resources.

- (1) It was mentioned that workload becomes uneven when Swedish-speaking students are overburdened, especially since it is difficult enough to find student representatives. If more students were involved, even if meetings are conducted in Swedish, these could more easily be covered by native speakers. It is currently unreasonable to demand Swedish speaking PhD representatives as a majority of PhD students are not native Swedes.
- (2) Internationalization of KTH means the increase of language barriers and a responsibility of remedying this on all levels of education, administration and research. However, the effort that is put in accommodating non-Swedish speaking students (especially on Master's and PhD levels) is often perceived as insufficient. As student representation is demanded (by law), it is greatly unfortunate that students are excluded in many forums. It is clear that the inclusivity and language norms also vary drastically across KTH, where some departments have a rule that if anyone is not comfortable with a meeting being in Swedish, it will be held in English, whilst others do everything in Swedish. Another point brought up was the fact that if KTH wants to generate high quality scientists to benefit Swedish society, learning Swedish should be incentivized. It should not come at the cost of the little free time that students have, and should not be only for the sake of participating in activities for the institution, when there is no plan to stay in Sweden after 5 years of contract.
- (3) More promotion of student representation is necessary to support the Swedish-speakers that currently take upon themselves the majority of the tasks. Also, the more we bring up this imbalance, the more awareness we will raise. It should be possible to speak more than one language at meetings, and rely on interpreters and AI translators to help with communication where a language barrier is met. Open mindedness of administration is necessary to switch languages when there is an obvious need to do so, and the preferred language for a given meeting may be polled in advance. Translation of more official documents to English should take place, for non-Swedish-speakers to understand administrative decisions and prepare themselves better for discussions that they want to contribute to. Finally, meeting organizers should be more inclusive. They should take into consideration who will attend their meeting and adapt accordingly.
- (4) When and where possible, it was suggested to record meetings, to be able to listen to discussions again later. There should also be heavier use of the KTH Swedish-English wordlist, and we should rely more on AI, given its current state of development and how efficient it is at performing live translations.

24. Collect input: Opportunities for doctoral students to take courses in Swedish (Charlie Börjeson, Karin Borell)

The possibility for international doctoral students to take courses in Swedish during their doctoral studies is an important question that is subject to discussions in several forums at KTH. During this round, we will discuss the KTH Language Committee's proposal, which reads: *"All doctoral students should be given the opportunity to take a course in Swedish and count it towards their doctoral course credits. Those who wish to do so should also be able to take more courses in Swedish in their own time."*

- All PhD programmes have 10 hp allowed for first-cycle courses. Swedish courses (or

other language courses) could potentially be credited within these 10 hp. At EECS all programme descriptions now state that language courses up to 6 hp can be included in PhD degrees.

- KTH does not currently offer credited courses for PhD students. The credited courses are filled by bachelor and master students, are PhD students are referred to Swedish for employees.
- It would be beneficial to have language courses at KTH that give credits and are targeted more towards PhD students. More alternatives in terms of course schedule (evening course, day course, crash courses etc.) would also enable more students to study Swedish. 5 hp courses instead of 7.5 hp could possibly enable up to 10 hp credited language courses for some programmes. It is not possible to have basic-level courses at second or third-cycle level.
- To ensure that all PhD students are given the opportunity to take a language course, the ISP should include a section about a language development plan.
- An alternative to getting credits for language would be to have them be included within departmental duties. This is possible at Umeå University.

25. Diskussion: Hur skapar vi engagemang och ansvar för våra utbildningar även bland lärare som inte är här? (Johan Karlander, Ninni Carlsund Levin)

Hur påverkar var och en av oss KTH:s utbildningar?

Vad gör vi för att den egna kursen ska bli så bra som möjligt?

Hur hjälper vi KTH:s studenter och lärare på bästa sätt?

Är vi stolta över det vi gör här på KTH?

26. Discussion: Roundtable conversation with the keynote speaker Farazee Asif (Farazee Asif)

Join us for a roundtable discussion with Farazee Asif, Assistant Professor at the Division of Manufacturing and Metrology Systems, and KTH's pedagogical prize recipient 2023.

27. Discussion: Master's degree project students' satisfaction and engagement (Kjetil Falkenberg, Foteini Kyriakidou)

Join us for an engaging discussion on enhancing MSc student success and satisfaction in academic pursuits. We'll explore strategies to support students through the latter stages of their studies, facilitate better communication between students and faculty, and leverage AI to streamline supervision processes. The discussions will even include relevant ILO's in the curriculum.

28. Diskussion: Källor och referenser på avancerad nivå - vad behöver studenterna kunna? (Magdalena Svanberg, Miritt Zisser)

Vi diskuterade vad studenterna behöver kunna på avancerad nivå om att hitta källor, välja och värdera källor samt skriva referenser. Biblioteket utvecklade under förra året [en öppen](#)

[kurs på grundnivå på svenska](#), som lärare kan integrera i sina kurser, eller hänvisa studenter till för fördjupning. Nu pågår arbete men en öppen kurs på avancerad nivå på engelska, och vi samlade information om studenternas behov. Om man vill ha information om kursen när det är klar kan man höra av sig till Magdalena (masvanbe@kth.se). Här är en sammanfattning av diskussionen

- Egentligen behöver de kunna allt detta bättre (hitta källor, välja och värdera källor samt skriva referenser.). De måste kunna skriva argumenterande, och de ska hänvisa till referenser. De skriver ofta bara ur eget huvud, och refererar inte till det de har läst. Bara att över huvud taget använda en referens. Skillnad på att citera och referera. Att kunna skriva refererande är svårt.
- Hur man får in referenser i den löpande texten. Inte bara en referens på slutet efter en lång paragraf.
- Skriver ofta "enligt forskningen" - har svårt att skilja på den allmänna uppfattningen och nya forskningsrön.
- Eller så plockar de jättemycket bara från andra artiklar och sätter ihop till en text, men den är inte självständig.
- Hur man använder bilagor och figurer.
- Det är olika om de hittar bra källor. Men de är ganska dåliga på att söka källor till exjobbet. Hittar referenser som inte känns särskilt relevanta. Eller referenser som inte är vetenskapliga.
- Det kan vara olika vilka källor som anses som bra inom olika fält - preprints, konferensbidrag, vetenskapliga artiklar.
- Många studenter har också språkutmaningar.
- De är ofta bra på att hitta artiklar i Google Scholar – men de behöver lära sig att söka i andra databaser.

29. Hör mera: Vad händer nu i Campusflytten? (Gunnar Malm, Emil Wik)

Vi fokuserar på planer och åtgärder för att skapa en inkluderande och välkomnande miljö när vi samlar hundratals lärare och studenter från olika campus. Vi tittar också framåt när det gäller programutveckling och exempelvis laborativa miljöer/makerspaces.

30. Hör mera: Nya forskarutbildningssamordningsgruppen FuSam (Nanna Hübinette, Gülten Baysal)

Forskarutbildningssamordningen FuSam bildades i januari 2024 och syftar till att bättre samordna administrativa forskarutbildningsfrågor på KTH. Hör mer om den nya virtuella organisationen och dela med dig av tankar och idéer som kan bidra i det fortsatta arbetet.

Vi presenterade FuSam och berättade om bakgrunden, hur organisationen kom till, syfte och mål, samt några olika frågor som arbetats med under våren, bl.a. mallar för inlagor till avhandlingsarbete, ökade möjligheter att läsa svenska inom forskarutbildningen och arbete med processer för hantering av kurstillfällen på forskarnivå. ca 10 deltagare i goda diskussioner om möjligt samarbete mellan t.ex. FuSam och Biblioteket runt introduktion för nya doktorander.

31. Demo: Synliggör relevant data från bl.a. Ladok och arbeta bättre med utbildningens kvalitet (Fredrik Hammarström)

Sammanfattning av diskussion:

Ca 12-14 deltagare som alla visade stort intresse för ämnet. Det blev tydligt i diskussionen att man önskar att KTH satsar mer på att synliggöra data som kan användas som statistik och/eller beslutsunderlag och man efterfrågar ett data office som kan bistå med detta. Man undrar varför KTH ännu inte beslutat om ett Business intelligence system som kan vara en ersättare till VIS.

32. Demo: Videoinspelningar i utbildnings- och andra syften (Kamilla Andersson, Zlatko Mitrovic)

Undervisar du på KTH och vill komma igång med att spela in och publicera undervisningsvideor eller med att hålla digitala träffar? Eller arbetar du inom administrationen och vill spela in instruktionsvideor?

Kom gärna och titta på vår live-demo av maxistudio, ett lättanvänt studiokoncept!

[Video om maxistudion att titta på](#)

33. Workshop: Experience a walking seminar (Linda Kann)

Discuss how you could implement walking seminars in your course while enjoying fresh air and a relaxed atmosphere. *We will meet outside the entrance to the building.*