



Report

Teaching staff training in University of Copenhagen, Denmark

Co-funded by the
Erasmus+ Programme
of the European Union



UNIVERSITY OF
COPENHAGEN



Asst. Prof. Dr. Jirawan Kitchaicharoen

**Training to University of Copenhagen
Between 25-29 March 2019**

PISAI –Erasmus Plus Project

Report on Trip to European Universities

1. Name Jirawan Family Name Kitchaicharoen
 Position Assistant Professor Department: Department of Agricultural Economy and Development
 Faculty: Faculty of Agriculture University: Chiang Mai University

2. Purpose of Visit (Please list itinerary): Participating in one-week training course of "Introduction to University Pedagogy" at the University of Copenhagen

3. Details of activities during visit

Date : 25-29 March 2019

Activities : Participating in the one-week training course "Introduction to University Pedagogy"

The course had an objective to give the participants capability to plan, carry out and evaluate their own teaching. The course was based on active participation in the full course. I have got experience with various examples of teaching and used these to make informed decisions about my own teaching on the topic of "Economic Instruments for Reducing Air Pollution in Developing Countries". I had to plan, carry out and evaluate central aspects of others and my own teaching as compared to the theoretical elements of the course.

The course overview and schedule were as follows.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
09:00-12:00	Lectures and exercises on intended learning outcomes	Read and Preparing for a 20-minute teaching on a selected topic using techniques learned	Lectures and exercises on inductive teaching	Lectures and exercises on dialogue in teaching	Lesson exercises
			Planning of lesson exercises	Planning of lesson exercises	
12:00-13:00	Lunch		Lunch		
13:00-16:00	Lectures and exercises on student activation		Lesson exercises: My 20-minute teaching on the topic of "Economic Instruments for Reducing Air Pollution in Developing Countries"	Lesson exercises	End of course discussion
	Planning of lesson exercises				Course Evaluation

Remark: Lesson exercises are for 20-minute teachings with feedback and reflections of other participants as well as instructors.

Date : Thursday 28.03.2019
Activities :
16:00-17:00 Meeting with Pin Pravalprukskul
(Thai Ph.D.student of Assoc.Prof. Dr.Thilde Bech Bruun)

Assoc.Prof.Dr.Thilde Bech Bruun had asked me to meet with her Ph.D. student to discuss about the Ph.D. thesis related to maize production in Thailand. I have discussed about situation of maize production in Thailand and what research I have done about maize production, especially on environmental impacts as well as giving suggestions on related literatures.

4. Outputs and outcomes that will be beneficial to PISAI, double degree implementation between Thai universities and students

I have gained more knowledge and experiences about teaching methods for active learning. The knowledge and experience can be applied for teaching in double degree between Thai universities under PISAI program.

Signature Jirawan Kitcharichan Date 1 May 2019

5. Comments from Coordinator of partner university (CMU, KU and KKU)/ Head of Department

Her visit is very useful for PISAI program.

Name Pornchai Family Name Suebnongsang
Signature Pornchai S. Date 1 May 2019

6. Comments from Dean or Equivalent

Approve

Name NUTTHA Family Name POTAPORN
Signature Nuttha Potaporn Date 10 May 2019



Asst. Prof. Dr. Ladawan Lerslerwong

**Training to University of Copenhagen
Between 16-26 May 2019**

PISAI –Erasmus Plus Project
Report on Trip to European Universities

Teaching Staff

1. Name: LADAWAN Family Name: LERSLERWONG
Position: Lecturer Department: Department of Plant Science
Faculty: Faculty of Natural Resources University: Prince of Songkla University

2. Purpose of Visit (Please list itinerary)

To participate in the course "Introduction to University Pedagogy or IUP" for English Spoken (Team 2) at Faculty of Science Education, the University of Copenhagen. The objective for taking the course is to gain teaching techniques by formulating the clear and specific of intended learning outcomes and using the engagement of student in activation, inductive teaching and dialogue in teaching for active learning (problem-based learning) in the lesson exercise during 16 -26 May 2019.

3. Details of activities during the visit

Date : Monday 20.05. 2019

Activities : Intended learning outcomes (Group discussion)

Instruction

After the instruction the participants are able to:

- Reflect upon their own learning and assess the importance of such reflections for the planning of good teaching.
- Use this assessment when planning their own teaching.
- Use relevant aspects of the Theory of Didactical Situations (TDS) to analyze a lesson and - as part of this - use the concepts that describe the phases of a lesson: Instruction, Action, Formulation, Validation, and Institutionalisation.

Planning of the lesson

After planning the first lesson, the participants are able to:

- Prepare a set of Intended Learning Outcomes for a lesson and estimate how difficult it will be for participants to achieve these learning outcomes.
 - Operationalize their descriptions of these intended learning outcomes in planning a lesson that includes student activity.
 - Give and receive feedback constructively to/from members in the group who work together in a satisfying way, when planning the lesson.
- Preparation for Wednesday

Read the rest of the papers:

- Kinds of knowledge and levels of understanding, by Biggs & Tang
Does active learning work? by Michael Prince
- Inductive teaching and learning methods, by Michael Prince and Richard Felder
- The tension between authoritative and dialogic discourse, by Philip Scott *et al.*

For those of you giving your lesson exercise on Wednesday, you must plan your lesson with a specific focus on:

- Learning objectives
- Student activation

In planning group

In the planning group discusses how to accomplish the following in your lesson:

- Formulate one or more specific learning objectives that can form the basis for the lesson. These objectives must be formulated precisely enough that it is clear what expect the students to be able to do after your lesson
- Consider which student activities can be included in the lesson in order to help students reach the objectives

#	Name	Mail	Fakultet	Institut
1	Alvaro del Rey	alvarodelrey@ign.ku.dk	Science	Department of Geosciences and Natural Resources Management
2	Ane Labianca	anel@ign.ku.dk	Science	Department of Geosciences and Natural Resource Management
3	Anne Helby Petersen	ahpe@sund.ku.dk	SUND	Department of Public Health
4	Aim Sophie Buchardt	asbu@sund.ku.dk	SUND	Public Health
5	Cecile Borje Roland	cbor@biomed.ku.dk	SUND	Department of Biomedical Sciences
6	Ingo Prada Luengo	ingo.luengo@bio.ku.dk	Science	Department of Biology
7	Jeanne Vuaille	jeannevu@plen.ku.dk	Science	Plant and Environmental Sciences
8	Jesper Grønlund Holm	jesper.groenlund.holm@regionh.dk	SUND	Biomedical Department
9	Jon Fugl	jon.fugl@plen.ku.dk	Science	Department of Plant and Environmental Sciences
10	Juliane Theilade	julianetheilade@gmail.com	SUND	IRM - Natasa Larsen
11	Kathrine Catalotti	kathrine.catalotti@bio.ku.dk	Science	Museum of Natural History
12	Krajana Tanchum	rourngson09@hotmail.com	Guest fra Thailand	
13	Ladawan Lerslerwong	ladawan@psu.ac.th	Guest fra Thailand	
14	Louka Irenemis	louka.irenemis@sund.ku.dk	SUND	Drug Design and Pharmacology
15	Mikkel Herzberg	mikkel.herzberg@sund.ku.dk	SUND	Pharmacy
16	Morten Winther Vestnes	mv@plen.ku.dk	Science	PLEN
17	Dramolika Chinnasri	fsoodc@ku.ac.th	Guest fra Thailand	
18	Sajid Shokat	s.shokat@plen.ku.dk	Science	Plant and Environmental Sciences
19	Sine Borby Ørtenblad	sine@ign.ku.dk	Science	Department of Geosciences and Natural Resource Management
20	Sofie Bjørnholt Binzer	sofie.binzer@bio.ku.dk	Science	Biology
21	Sine La Tougaard	stl@plen.ku.dk	Science	Plant and environmental sciences
22	Teeayorn Kaartawe	teeayorn.k@psu.ac.th	Guest fra Thailand	
23	Yang Yang	yang@chem.ku.dk	Science	Chemistry

If you are on TEAM 2 (usually the English language team) this applies to you					
	Monday	Tuesday	Wednesday	Thursday	Friday
09-12	Instruction		Instruction	Instruction	Lesson exercises
12-13	Lunch, incl.	Read & Reflect*	Lunch - it is included!		
13-16	Instruction		Lesson exercises	Lesson exercises	End of course discussion
	Planning of lesson exercises				Evaluation

* Use Tuesday to consider what you want to teach while reading the compendium. Only prepare your lesson in detail if you are teaching Wednesday. Those who will be teaching Thursday and Friday will receive instructions later about how to prepare their lesson in detail.

List of a participant in this class and time table for the course



Participant from Thailand and the donnish teachers

Date : Tuesday 21.05. 2019
Activities : Preparation for teaching

There is no instruction or exercises on Tuesday. Use the day to consider what you want to teach while reading the rest of the papers.

Lesson exercise

Only prepare the lesson in detail if participants are teaching Wednesday. Those who will be teaching Thursday and Friday will receive instructions later about how to prepare their lesson in detail. For those of participants giving the lesson exercise on Wednesday, participants must plan the lesson with a specific focus on:

- Learning objectives
- Student activation

Get help formulating learning objectives in Kinds of knowledge and levels of understanding, by Biggs & Tang and read more about the benefits of student activation in Does active learning work? by Michael Prince.

Planning and self-reflection

Participants can download a framework to help prepare the lesson. Participants can start planning the phases of the lesson (TDS) and reflect on the planning process and accomplishments before and after the lesson: Planning and self-reflection.docx



Thai participants had working for their lesson exercises



Visit the local market of agricultural products in CPH

Date : Wednesday 22.05. 2019

Activities : TDS-phases

Lesson exercises

After the lesson exercises, the participants are able to:

- Carry out a lesson exercise by making use of Intended Learning Outcomes and Student Activity as didactic tools.
- Contribute constructively to the planning of this lesson and afterward, in the planning group, contribute to a short evaluation of how the lesson was executed.
- Constructively receive feedback on their own teaching.
- Engage in a constructive dialogue about others' teaching, for example by evaluating the teaching by making use of the **TDS-phases (devolution, action, formulation, validation, and institutionalization)**.
- Evaluate how student involvement contributes to achieving the Intended Learning Outcomes.
- Relate the evaluation of one teaching situation to other teaching situations and teaching contexts.

Planning the lesson exercises

After planning the lesson exercises, the participants are able to:

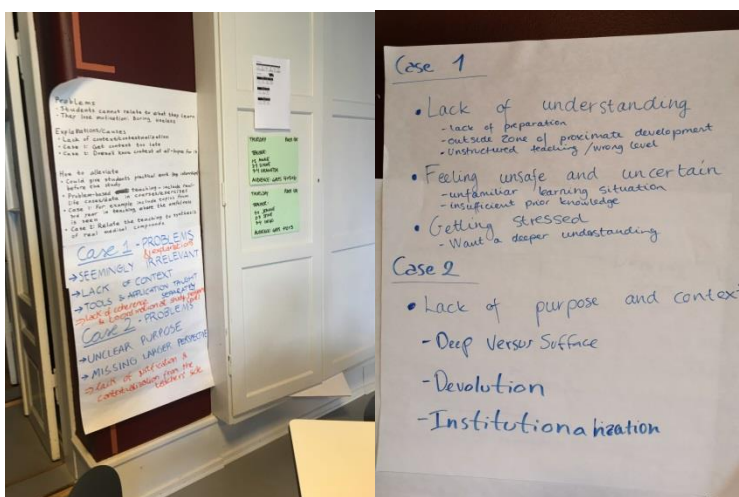
- Plan a lesson that has an inductive approach.
- Give and receive constructive feedback to/from group members while planning the lessons.

Preparation for Thursday

For those of participants giving lesson exercise on Thursday, participants must plan the lesson with a specific focus on (in addition to the previous days' focus):

Problem-orientation

Read more about problem orientation and the inductive approach in Inductive teaching and learning methods, by Michael Prince and Richard Felder



Case study and group discussion

In planning group

In participant planning group discuss how to accomplish the following in the lesson:

- Think of a problem that can engage the students and motivate them to achieve the learning
- Use the problem to organize the lesson considering things like:
 - How should the problem be introduced?
 - Should there be group work?
 - What input do the students need in the form of presentation, written material and so on?
 - How much time should be spent on solving the problem?



The 20-minute of teaching in topic “Ethylene & Fruit Ripening” was performed during 15.00-16.00 p.m. on Wednesday 23.05. 2019. The expected learning objective of this lesson was

- Students able to explain the definition of ethylene and fruit ripening
- Students able to describe how ethylene affects on the process of fruit ripening
- Student able to distinguish the type of fruit: climacteric and non-climacteric.

After teaching, the students and teacher gave the feedbacks and comments for 40 minutes.

Date : Thursday 23.05. 2019

Activities : Intended Learning Outcomes (group discussion)

Lesson Exercises

After the lesson exercises, the participants are able to:

- Carry out a lesson that is problem-oriented by formulating a set of Intended Learning Outcomes and including an appropriate level of student activity as didactic tools.
- Contribute constructively to the planning of this lesson and afterward, in the planning group, contribute to a brief evaluation of how the lesson was executed.
- Constructively receive feedback on their own teaching.
- Engage in a constructive dialogue about others’ teaching, for example by evaluating the teaching by making use of the TDS-phases (devolution, action, formulation, validation, and institutionalization).

- Evaluate how a problem-oriented lesson that was focused on activating students contribute to achieving the Intended Learning Outcomes.
- Outline how one's own and others' teaching can be developed and improve.
- Identify key didactic problems in university teaching.

Planning the lesson exercises

After planning the lesson exercises, the participants are able to:

- Plan a lesson that is problem-oriented by formulating a set of Intended Learning Outcomes and implementing an appropriate level of student activity that is carried by dialogue.
- Give and receive constructive feedback to and from group members while planning the lesson.
- Preparation for Friday
- For those of participants who are giving the lesson exercise on Friday, must plan the lesson with a specific focus on (in addition to the previous days' focus):
- Dialogic (and authoritative) approaches to teaching
Read more about dialogic and authoritative approaches in the tension between authoritative and dialogic discourse, by Philip Scott et al. Preview the documentView in a new window

In planning group

In your planning group, discuss how to accomplish the following in your lesson:

- Choose a problem or question that engages the students in dialogue
- Prepare specific questions that can keep the dialogue going (e.g. in I-R-P-R-P-R-P chains)
- Consider how much time you wish to spend on the dialogical parts of the lesson, and how you will conclude them



Class for a lecture with all participants



Visit the student's farm in the Department of Geosciences and Natural Resource Management University of Copenhagen with Assoc. Prof. Thilde Bech Bruun and Asst.Prof. Chutima Tantikitti

Date : Friday 24.05.2019

Activities : Problem-oriented lesson by I-R-P-R-P-R-P dialogue

Lesson exercises

After the lesson exercises, the participants are able to:

- Carry out a lesson that is problem-oriented by formulating a set of Intended Learning Outcomes and implementing an appropriate level of student activity that is carried by dialogue.
- Receive feedback on their own teaching.
- Engage in a constructive dialogue about others' teaching, for example by evaluating the teaching by making use of the TDS-phases (devolution, action, formulation, validation and institutionalization).
- Evaluate how a problem-oriented lesson that is carried by I-R-P-R-P-R-P dialogue prompts students to contribute to the group achieving the Intended Learning Outcomes.
- Outline how their own and others' teaching can be developed further.

Course evaluation

Evaluation is the last item on Friday's agenda.

Evaluation for team 1 (usually the Danish-language team)

Evaluation for team 2 (usually the English-language team)

Evaluation of Introduction to University Pedagogy (For english, please click on the flag at the bottom of the page).

How would you evaluate your general outcome of the course?
How would you evaluate your outcome of the lesson exercises?
How would you evaluate your outcome of your own lesson exercise?

To what extent did you find the topics that were taught in the course relevant?
To what extent will you use what you have learned in the course in your teaching?

What did you like in particular about the course - and why?

Suggestions for improvements:

General comments:

Name	Section	Role
Marianne Achiam	Introduction to University Pedagogy	Teacher
Sofie Bjørnholt Binzer	Introduction to University Pedagogy	Student
Ann-Sophie Buchardt	Introduction to University Pedagogy	Student
Katharine Catalotti pending	Introduction to University Pedagogy	Student
Oranutda Chinnasri	Introduction to University Pedagogy	Student
Frederik V Christiansen	Introduction to University Pedagogy	Teacher
Álvaro del Rey pending	Introduction to University Pedagogy	Student
Jon Fugl	Introduction to University Pedagogy	Student
Mikkel Herzberg pending	Introduction to University Pedagogy	Student
Jesper Grønlund Holm pending	Introduction to University Pedagogy	Student
Henriette Tolstrup Holmegaard	Introduction to University Pedagogy	Teacher
Loukas Ieremias	Introduction to University Pedagogy	Student
Ane Labianca	Introduction to University Pedagogy	Student
Ladawan Lerslerwong pending	Introduction to University Pedagogy	Student
Nadja Nordmaj	Introduction to University Pedagogy	Course Admin
Sinne Borby Ørtenblad	Introduction to University Pedagogy	Student
Anne Helby Petersen	Introduction to University Pedagogy	Student
Inigo Prada Luengo	Introduction to University Pedagogy	Student
Caroline Borup Roland pending	Introduction to University Pedagogy	Student
Sajid Shokat	Introduction to University Pedagogy	Student
Krajana Tainchum	Introduction to University Pedagogy	Student
Teeyaporn	Introduction to University Pedagogy	Student
Juliane Theilade pending	Introduction to University Pedagogy	Student
Stine Le Tougaard	Introduction to University Pedagogy	Student
Stine Le Tougaard pending	Introduction to University Pedagogy	Student
Morten Winther Vestenaa	Introduction to University Pedagogy	Student
Jeanne Vuaille	Introduction to University Pedagogy	Student
Jeanne Vuaille pending	Introduction to University Pedagogy	Student
Yang Yang	Introduction to University Pedagogy	Student



Meeting with staffs from the University of Copenhagen and promote the PISAI project to the participant

4. Outputs and outcomes

1. A better understanding of teaching and coaching techniques in university pedagogy by clear formulating and precise learning goals, student activation in their lessons and engagement the students through problem-based activities.
2. Great opportunity to get the new experience of teaching in higher education comparing between Thai and European institute.

Signature Ladawan Lerslerwong Date 24 June 2019.....

5. Comments from Coordinator of partner university (CMU, KU, and KKU)/ Head of Department

.....
.....This is a good course for improve teaching staff.....
.....

NameAsst. Prof. Taweesak..... Family NameNiyombandith.....
Signature.....Tamha Niyombandith Date4/7/2019.....

6. Comments from Dean or Equivalent

.....
.....Noted.....
.....

NameChattana..... Family NameTankitti.....
Signature.....Chattana..... DateJuly 7, 2019.....



Course certificate

Ladawan Lerslerwong

Name

09-01-1975

Date of birth

Introduction to University Pedagogy Team 2 English Spoken

PhD course

5616-19-08-20

Course no.

3,00

ECTS

Henriette Tolstrup Holmegaard

Course Organiser

This course was offered by
the PhD School of SCIENCE,
University of Copenhagen.

24 May 2019

Final course date

Morten Pejrup
Head of the PhD School of SCIENCE



Dr. Krajana Tainchum

**Training to University of Copenhagen
Between 16-26 May 2019**

PISAI –Erasmus Plus Project**Report on Trip to European Universities****Teaching Staff**

1. Name: KRAJANA Family Name: TAINCHUM
Position: Lecturer Department: Department of Pest Management
Faculty: Faculty of Natural Resources University: Prince of Songkla University

2. Purpose of Visit (Please list itinerary)

Participate on a course Introduction to University Pedagogy Team 2 English Spoken at Faculty of Science, the University of Copenhagen to gain and improve a teaching and coaching techniques by formulating clear and precise learning goals, use student activation in their lessons and engage students through problem-based activities. Each participant has conducted teaching for 20-minute lesson exercises and 40 min for giving specific feedback to each participant as well as discussing in general principals of teaching. The course is passed based on active participation throughout the course during 16 -26 May 2019

3. Details of activities during the visit

Date : **Monday 20.05. 2019**

Activities : Intended learning outcomes (Group discussion)

Instruction

After the instruction the participants are able to:

- Reflect upon their own learning and assess the importance of such reflections for the planning of good teaching.
- Use this assessment when planning their own teaching.
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- Inductive teaching and learning methods, by Michael Prince and Richard Felder
- The tension between authoritative and dialogic discourse, by Philip Scott et al_

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In planning group

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- Consider which student activities can be included in the lesson in order to help students reach the objectives

#	Navn	Mail	Fakultet	Institut
1	Alvaro del Rey	alvarodelrey@ign.ku.dk	Science	Department of Geosciences and Natural Resources Management
2	Ane Labanca	anel@ign.ku.dk	Science	Department of Geosciences and Natural Resource Management
3	Anne Helby Petersen	ahpe@sund.ku.dk	SUND	Department of Public Health
4	Ann-Sophie Buchardt	asbu@sund.ku.dk	SUND	Public Health
5	Caroline Borup Roland	cbr@sund.ku.dk	SUND	Department of Biomedical Sciences
6	Ingo Prada Luengo	ingo.luengo@bio.ku.dk	Science	Department of Biology
7	Jeanne Vuille	jeanne@plen.ku.dk	Science	Plant and Environmental Sciences
8	Jesper Grønlund Holm	jesper.gronlund.holm@regionh.dk	SUND	Biomedical Department
9	Jon Fugl	jon.fugl@plen.ku.dk	Science	Department of Plant and Environmental Sciences
10	Juliane Thelade	julianethelade@gmail.com	SUND	IBM - Natasja Larsen
11	Katharine Catalotti	katharine.catalotti@bio.ku.dk	Science	Museum of Natural History
12	Krajane Tanchum	krangpon@hotmail.com	Guest fra Thailand	
13	Ladawan Lerslerwong	ladawan@psu.ac.th	Guest fra Thailand	
14	Loukas Ieremias	loukas.ieremias@sund.ku.dk	SUND	Drug Design and Pharmacology
15	Mikael Herzberg	mikael.herzberg@sund.ku.dk	SUND	Pharmacy
16	Morten Winther Vestenaa	mw@plen.ku.dk	Science	PLEN
17	Oranutda Chinnasri	fsocod@ku.ac.th	Guest fra Thailand	
18	Sajid Shokat	s.shokat@plen.ku.dk	Science	Plant and Environmental Sciences
19	Sinne Borby Brønhaed	sinne@ign.ku.dk	Science	Department of Geosciences and Natural Resource Management
20	Sofie Bjørnholt Binzer	sofie.binzer@bio.ku.dk	Science	Biology
21	Sine Le Tougaard	stto@plen.ku.dk	Science	Plant and environmental sciences
22	Teeyaporn Kesaraeant	teeyaporn.k@psu.ac.th	Guest fra Thailand	
23	Yang Yang	yang@chem.ku.dk	Science	Chemistry

If you are on TEAM 2 (usually the English language team) this applies to you					
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09-12	Instruction		Instruction	Instruction	Lesson exercises
12-13	Lunch, incl.	Read & Reflect*	Lunch - it is included!		
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	Planning of lesson exercises				Evaluation

* Use Tuesday to consider what you want to teach while reading the compendium. Only prepare your lesson in detail if you are teaching Wednesday. Those who will be teaching Thursday and Friday will receive instructions later about how to prepare their lesson in detail.

List of a participant in this class and time table for the course



Participant from Thailand and the donnish teachers

Date : Tuesday 21.05. 2019
Activities : Preparation for teaching

There is no instruction or exercises on Tuesday. Use the day to consider what you want to teach while reading the rest of the papers.

Lesson exercise

Only prepare the lesson in detail if participants are teaching Wednesday. Those who will be teaching Thursday and Friday will receive instructions later about how to prepare their lesson in detail. For those of participants giving the lesson exercise on Wednesday, participants must plan the lesson with a specific focus on:

- Learning objectives
- Student activation

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Planning and self-reflection

Participants can download a framework to help prepare the lesson. Participants can start planning the phases of the lesson (TDS) and reflect on the planning process and accomplishments before and after the lesson: Planning and self-reflection.docx



Thai participant plan for our lesson



Visit the local market of agricultural products in UCPH

Date : Wednesday 23.05. 2019

Activities : TDS-phases

Lesson exercises

After the lesson exercises, the participants are able to:

- Carry out a lesson exercise by making use of Intended Learning Outcomes and Student Activity as didactic tools.
- Contribute constructively to the planning of this lesson and afterward, in the planning group, contribute to a short evaluation of how the lesson was executed.
- Constructively receive feedback on their own teaching.
- Engage in a constructive dialogue about others' teaching, for example by evaluating the teaching by making use of the **TDS-phases (devolution, action, formulation, validation, and institutionalization)**.
- Evaluate how student involvement contributes to achieving the Intended Learning Outcomes.
- Relate the evaluation of one teaching situation to other teaching situations and teaching contexts.

Planning the lesson exercises

After planning the lesson exercises, the participants are able to:

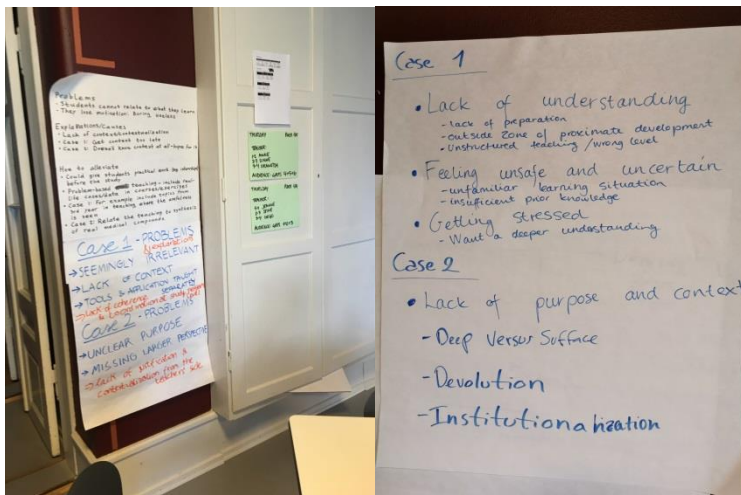
- Plan a lesson that has an inductive approach.
- Give and receive constructive feedback to/from group members while planning the lessons.

Preparation for Thursday

For those of participants giving lesson exercise on Thursday, participants must plan the lesson with a specific focus on (in addition to the previous days' focus):

Problem-orientation

Read more about problem orientation and the inductive approach in Inductive teaching and learning methods, by Michael Prince and Richard Felder



Case study and group discussion

In planning group

In participant planning group discuss how to accomplish the following in the lesson:

- Think of a problem that can engage the students and motivate them to achieve the learning
- Use the problem to organize the lesson considering things like:
 - How should the problem be introduced?
 - Should there be group work?
 - What input do the students need in the form of presentation, written material and so on?
 - How much time should be spent on solving the problem?



The 20-minute lesson “Fly in daily life” and the intended learning objective of this lesson is “Students should be able to describe a general morphology of fly and classify an impact of them (beneficial or harmful)”, then the comments and feedback from students are open for 40 minutes during 13.00-14.00h on Wednesday 23.05. 2019.

Date : Thursday 24.05. 2019

Activities : Intended Learning Outcomes (group discussion)

Lesson Exercises

After the lesson exercises, the participants are able to:

- Carry out a lesson that is problem-oriented by formulating a set of Intended Learning Outcomes and including an appropriate level of student activity as didactic tools.
- Contribute constructively to the planning of this lesson and afterward, in the planning group, contribute to a brief evaluation of how the lesson was executed.
- Constructively receive feedback on their own teaching.
- Engage in a constructive dialogue about others’ teaching, for example by evaluating the teaching by making use of the TDS-phases (devolution, action, formulation, validation, and institutionalization).
- Evaluate how a problem-oriented lesson that was focused on activating students contribute to achieving the Intended Learning Outcomes.
- Outline how one’s own and others’ teaching can be developed and improve.
- Identify key didactic problems in university teaching.

Planning the lesson exercises

After planning the lesson exercises, the participants are able to:

- Plan a lesson that is problem-oriented by formulating a set of Intended Learning Outcomes and implementing an appropriate level of student activity that is carried by dialogue.
- Give and receive constructive feedback to and from group members while planning the lesson.
- Preparation for Friday
- For those of participants who are giving the lesson exercise on Friday, must plan the lesson with a specific focus on (in addition to the previous days' focus):
- Dialogic (and authoritative) approaches to teaching
Read more about dialogic and authoritative approaches in the tension between authoritative and dialogic discourse, by Philip Scott et al. Preview the documentView in a new window

In planning group

In your planning group, discuss how to accomplish the following in your lesson:

- Choose a problem or question that engages the students in dialogue
- Prepare specific questions that can keep the dialogue going (e.g. in I-R-P-R-P-R-P chains)
- Consider how much time you wish to spend on the dialogical parts of the lesson, and how you will conclude them



Class for a lecture with all participants



Visit the student's farm in the Department of Geosciences and Natural Resource Management University of Copenhagen with Assoc. Prof. Thilde Bech Bruun and Asst.Prof. Chutima Tantikitti

Date : Friday 25.05.2019
Activities : Problem-oriented lesson by I-R-P-R-P-R-P dialogue

Lesson exercises

After the lesson exercises, the participants are able to:

- Carry out a lesson that is problem-oriented by formulating a set of Intended Learning Outcomes and implementing an appropriate level of student activity that is carried by dialogue.
- Receive feedback on their own teaching.
- Engage in a constructive dialogue about others' teaching, for example by evaluating the teaching by making use of the TDS-phases (devolution, action, formulation, validation and institutionalization).
- Evaluate how a problem-oriented lesson that is carried by I-R-P-R-P-R-P dialogue prompts students to contribute to the group achieving the Intended Learning Outcomes.
- Outline how their own and others' teaching can be developed further.

Course evaluation

Evaluation is the last item on Friday's agenda.

Evaluation for team 1 (usually the Danish-language team)

Evaluation for team 2 (usually the English-language team)

Evaluation of Introduction to University Pedagogy (For english, please click on the flag at the bottom of the page).

	Very good	Good	Neutral	Poor	Very poor
How would you evaluate your general outcome of the course?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How would you evaluate your outcome of the lesson exercises?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How would you evaluate your outcome of your own lesson exercise?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Always	Often	Sometimes	Not much	Not at all
To what extend did you find the topics that were taught in the course relevant?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To what extend will you use what you have learned in the course in your teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What did you like in particular about the course - and why?

Suggestions for improvements:

General comments:

Name	Section	Role
Marianne Achiam	Introduction to University Pedagogy	Teacher
Sofie Bjørnholt Binzer	Introduction to University Pedagogy	Student
Ann-Sophie Buchardt	Introduction to University Pedagogy	Student
Katharine Catalotti pending	Introduction to University Pedagogy	Student
Oranutda Chinnasri	Introduction to University Pedagogy	Student
Frederik V Christiansen	Introduction to University Pedagogy	Teacher
Álvaro del Rey pending	Introduction to University Pedagogy	Student
Jon Fugl	Introduction to University Pedagogy	Student
Mikkel Herzberg pending	Introduction to University Pedagogy	Student
Jesper Grønlund Holm pending	Introduction to University Pedagogy	Student
Henriette Tolstrup Holmegaard	Introduction to University Pedagogy	Teacher
Loukas Ieremias	Introduction to University Pedagogy	Student
Ane Labianca	Introduction to University Pedagogy	Student
Ladawan Lerslerwong pending	Introduction to University Pedagogy	Student
Nadja Nordmaj	Introduction to University Pedagogy	Course Admin
Sinne Borby Ørtenblad	Introduction to University Pedagogy	Student
Anne Helby Petersen	Introduction to University Pedagogy	Student
Inigo Prada Luengo	Introduction to University Pedagogy	Student
Caroline Borup Roland pending	Introduction to University Pedagogy	Student
Sajid Shokat	Introduction to University Pedagogy	Student
Krajana Tainchum	Introduction to University Pedagogy	Student
Teeyaporn	Introduction to University Pedagogy	Student
Juliane Theilade pending	Introduction to University Pedagogy	Student
Stine Le Tougaard	Introduction to University Pedagogy	Student
Stine Le Tougaard pending	Introduction to University Pedagogy	Student
Morten Winther Vestenaa	Introduction to University Pedagogy	Student
Jeanne Vuaille	Introduction to University Pedagogy	Student
Jeanne Vuaille pending	Introduction to University Pedagogy	Student
Yang Yang	Introduction to University Pedagogy	Student



Meeting with staffs from the University of Copenhagen and promote the PISAI project to the participant



Co-funded by the Erasmus+ Programme of the European Union

4. Outputs and outcomes

1. A better understanding of how to gain and improve teaching and coaching techniques in university pedagogy by clear formulating and precise learning goals, use student activation in their lessons and engage students through problem-based activities.
2. Great opportunity to open eyes and built up the collaboration in higher education between Thai staff from different university and European institute.

Signature *Krajanna Lanchum* ... Date6 June 2019.....

5. Comments from Coordinator of partner university (CMU, KU, and KKU)/ Head of Department

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Name Family Name
Signature..... Date

6. Comments from Dean or Equivalent

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.....

Name Family Name
Signature..... Date



Course certificate

Krajana Tainchum

Name

09-10-1983

Date of birth

Introduction to University Pedagogy Team 2 English Spoken

PhD course

5616-19-08-20

Course no.

3,00

ECTS

Henriette Tolstrup Holmegaard

Course Organiser

This course was offered by
the PhD School of SCIENCE,
University of Copenhagen.

24 May 2019

Final course date

Morten Pejrup
Head of the PhD School of SCIENCE



Dr. Teeyaporn Keawtawee

**Training to University of Copenhagen
Between 16-26 May 2019**

PISAI –Erasmus Plus Project
Report on Trip to European Universities

Teaching Staff

1. Name: TEEYAPORN Family Name: KEAWTAWEE
 Position: Lecturer Department: Department of Aquatic Science
 Faculty: Faculty of Natural Resources University: Prince of Songkla University

2. Purpose of Visit (Please list itinerary)

The purpose of visiting the University of Copenhagen during 16 -26 May 2019 was to participate in a course of Introduction to University Pedagogy at the Faculty of Science, the University of Copenhagen. I have gained and improved knowledge and techniques for teaching, supervising and coaching. During the course we have conducted teaching for 20-minute lesson exercises and 40 minute for a specific feedback of teaching process.

3. Details of activities during the visit

Date	Activities
Monday 20th May 2019	<p>Outline: Intended learning outcomes (ILOs) Activities: Course Instruction and Group discussion on ILOs</p> <ul style="list-style-type: none"> - Prepare a set of ILOs for a lesson and estimate how difficult it will be for participants to achieve these learning outcomes. - Operationalize their descriptions of these ILOs in planning a lesson that includes student activity. - Give and receive feedback constructively to/from members in the group who work together in a satisfying way, when planning the lesson. - Preparation for lesson teaching on Wednesday with a specific focus on learning objectives and student activation. - The objectives must be formulated precisely enough that it is clear what expect the students to be able to do after your lesson. - Consider which student activities can be included in the lesson in order to help students reach the objectives. - Reflect upon the learning and assess the importance of such reflections for the planning of good teaching. - Use this assessment when planning the own teaching. - Use relevant aspects of the Theory of Didactical Situations (TDS) to analyze a lesson and - as part of this - use the concepts that describe the phases of a lesson: Instruction, Action, Formulation, Validation, and Institutionalization.

<p>Tuesday 21st May 2019</p>	<p>Outline: ILOs and TDS Activities: Preparation for lesson teaching on Wednesday</p> <ul style="list-style-type: none"> - There is no instruction or exercises on Tuesday. Use the day for preparation of teaching and consider on teaching processes while reading the rest of the papers. - Download a framework to help prepare the lesson. - Participants can start planning the phases of the lesson (TDS) and reflect on the planning process and accomplishments before and after the lesson: Planning and self-reflection.docx.
<p>Wednesday 22nd May 2019</p>	<p>Outline: TDS-phases and Lesson teaching Activities: Instruction about TDS-phases, group discussion based on case study and lesson exercises</p> <ul style="list-style-type: none"> - Lecture and discussion on case study about; - A lesson exercise by making use of ILOs and student activity as didactic tools (dialogue teaching technique). - Evaluate how student involvement contributes to achieving the ILOs. - Relate the evaluation of one teaching situation to other teaching situations and teaching contexts. - Give and receive constructive feedback to and from group members while planning the lesson. - Lesson exercise from 13.00 to 16.00. - Participants in each group who are giving lesson exercise on Thursday, they have planed the lesson with a specific focus on dialog teaching technique. - Teaching (15:00-16:00) on the topic of "Harmful algae blooms and its effects" for 20 minute lesson, then the comments and feedback from students are open for 40 minutes. - Give and reflect constructive feedback to participants who are teaching.
<p>Thursday 23rd May 2019</p>	<p>Outline: and Lesson teaching Activities: Instruction, planning exercise and lesson exercise</p> <ul style="list-style-type: none"> - Carry out a lesson that is problem-oriented by formulating a set of ILOs and including an appropriate level of student activity as didactic tools. - Contribute constructively to the planning of this lesson and afterward, in the planning group, contribute to a brief evaluation of how the lesson was executed. - Engage in a constructive dialogue about others' teaching, for example by evaluating the teaching by making use of the TDS-phases (devolution, action, formulation, validation, and institutionalization). - Identify key didactic problems in university teaching. - Preparation for Friday. For those of participants who are giving the lesson exercise on Friday, must plan the lesson with a specific focus on dialogic (and authoritative) approaches to teaching. - Give and receive feedback constructively to/from members in the group who work together in a satisfying way, when planning the lesson. - Lesson exercise from 13.00 to 16.00. - Give and reflect constructive feedback to participants who are teaching.

**Friday
24th May 2019**

Outline: Problem-oriented lesson by I-R-P-R-P-R-P dialogue and Lesson teaching

Activities: : Instruction about I-R-P-R-P-R-P dialogue teaching, group discussion and Course evaluation

- Lesson exercise from 09.00 to 12.00.
- Give and reflect constructive feedback to group members who are teaching.
- Evaluate how a problem-oriented lesson that is carried by I-R-P-R-P-R-P dialogue prompts students to contribute to the group achieving the Intended Learning Outcomes.
- Outline how their own and others' teaching can be developed further.
- Course evaluation



Participate, meeting and promote the PISAI project to the participants

4. Outputs and outcomes

1. Can provide and apply a teaching and coaching techniques by formulate clear and precise learning goals, apply student activation in the lessons and engage students through problem-based activities.
2. Great opportunity to exchange the culture, knowledge, experience and research and also built up the collaboration between Thai university and European institute.

Signature Teejaporn K. Date16 June 2019.....

5. Comments from Coordinator of partner university (CMU, KU, and KKU)/ Head of Department

PISAI project provides nice activity and experience to our academic staff. This project is very good and should be carried on.

Name Mr. Yutthapong Family Name Sangroi
Signature Yutthapong Sangroi Date 3 July 2019

6. Comments from Dean or Equivalent

Noted

Name Chutima Family Name Tandilitti
Signature Chutima Date 7 July 2019



Course certificate

Teyaporn Keawtawee

Name

19-11-1978

Date of birth

Introduction to University Pedagogy Team 2 English Spoken

PhD course

5616-19-08-20

Course no.

3,00

ECTS

Henriette Tolstrup Holmegaard

Course Organiser

This course was offered by
the PhD School of SCIENCE,
University of Copenhagen.

24 May 2019

Final course date

Morten Pejrup
Head of the PhD School of SCIENCE




Asst. Prof. Dr. Oranutda Chinnasri

**Training to University of Copenhagen
Between 16-26 May 2019**


PISAI-Erasmus Plus Project

Report on Trip to European Universities

1. Name Oranutda Family Name Chinnasri
Position Lecturer Department/Faculty Sociology and Anthropology, Faculty of Social Sciences
University Kasetsart University
2. Purpose of Visit (Please list itinerary.) to attend the training course entitled "Introduction to University Pedagogy" held between 20-24 May 2019 at Institut for Naturfagenes Didaktik, University of Copenhagen, Denmark
3. Details of activities during visit Leaning and sharing experiences related to the university pedagogy concepts and how to create a good study program via the active learning, brainstorming and focus group.
4. Outputs and outcomes that will beneficial to PISAI, double degree implementation between Thai universities and students.
Outputs have helped the lecturer of Kasetsart University and the PISAI program design an appropriate schedule and program, as well as various learning abilities for the PISAI students coming from different backgrounds. Outcomes have created the better practice and appropriate ways to encourage the PISAI students to achieve the goals aimed by the program.

Signature  Date 26/5/2019

5. Comments from Coordinator of partner university (KU)
The program has provided and instilled all concepts relevant to new way of study to our lecture or trainer. It has become clear for our lecturer when she had a chance to attend the class in person. Even though, the learning concept is new to her, she could willingly accept it and would adopt all tactics to be used in her classes offered to all students at Kasetsart University.

Name Buncha Family Name Chinnasri
Signature  Date 30 May 2019

6. Comments from Dean or Equivalent
The new concept of pedagogy definitely works well in term of acceptance by students as it provides a new approach to teach students with hand-on experience and practices. As all have learned, a complete in-class system has been deemed as outdated and proved to be ineffective to motivate new generations and students any more.

Name Sudsasin Family Name Kaewreung
Signature  Date 31 May 2019





Course certificate

Oranutda Chinnasri

Name

15-09-1966

Date of birth

Introduction to University Pedagogy Team 2 English Spoken

PhD course

5616-19-08-20

Course no.

3,00

ECTS

Henriette Tolstrup Holmegaard

Course Organiser

This course was offered by
the PhD School of SCIENCE,
University of Copenhagen.

24 May 2019

Final course date

Morten Pejrup
Head of the PhD School of SCIENCE