

# Educational Development for First Year Teaching

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## European First Year Experience 2016

"A better first year at University of Copenhagen" (2015-2017) is a voluntary, university-wide project for faculty and heads of studies who want to develop and share the outcomes of their first-year teaching and management projects.

### Handout:

- Form 1 – Planning your teaching development
- Form 2 – Results and follow-up
- Example: Head of studies monitors at-risk students

# FORM 1

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## TEACHING DEVELOPMENT: "A BETTER FIRST YEAR AT THE UNIVERSITY OF COPENHAGEN"

<b>GENERAL INFO: WHAT, WHO, HOW MANY?</b>	
Which kind of activity do you plan to develop?	
Your name (and co-developers)?	
1. Discipline: 2. Course: 3. Class size:	
<b>MOTIVATION FOR YOUR TEACHING ACTIVITY</b>	
What motivates you for this particular teaching activity?	
<b>AIMS AND GOALS FOR YOUR TEACHING ACTIVITY</b>	
What do you aim for with this particular activity?	
<b>BRIEFLY OUTLINE YOUR PLAN FOR YOUR FIRST-YEAR TEACHING DEVELOPMENT PROJECT</b>	
Could you briefly lay out how you will 1. plan 2. carry through 3. evaluate your teaching development activity.  What will you need from students, faculty, tutors, management to succeed?	
<b>INTENDED OUTCOMES</b>	
By which measures will you evaluate how you achieved your aims and goals with this activity?	
<b>NEEDS FOR KNOWLEDGE, SPARRING, SUPPORT?</b>	
Want sparring, support, know-how from teaching and learning consultant /e-learning unit?	
<b>DATE OF END OF FIRST RUN</b>	
By which date do you expect results from your first run?	

# FORM 2

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## TEACHING DEVELOPMENT: "A BETTER FIRST YEAR AT UNIVERSITY OF COPENHAGEN" – RESULTS AND FOLLOW-UP

<b>GENERAL INFO: TEACHING HOW MANY AND HOW?</b>	
Name of your activity:	
Your name, and names of co-developers?	
<b>HOW MANY STUDENTS PARTICIPATED IN THE ACTIVITY?</b>	
<b>ACTIVITY ACCOUNT</b> Did you perform the activity as planned, or if you changed your plans, how and why?	
<b>TASKS, INSTRUCTIONS, HAND-OUTS ETC. FOR STUDENTS</b> If you have task descriptions, exercise sheets, instructions, feedback rubrics or just information sheets for this particular activity, it will be very useful for fellow teachers to see your teaching materials.	
<b>RESULTS AND OUTCOMES OF YOUR DEVELOPMENT PROJECT</b>	
Which results did you gain from this activity?	
Which results did your students gain from this activity? If you have documentation (participation statistics, exam results, pre- and post-test scores, please insert/attach.	
<b>EVALUATION OF YOUR DEVELOPMENT PROJECT</b>	
Did you achieve your aims with your development project, in this first run? What would you do differently in your next run, if anything? What would it take to better achieve the aims of your development project?	
<b>ADVICE FOR COLLEAGUES ON PERFORMING THIS PARTICULAR TEACHING ACTIVITY</b>	
Good advice on this particular activity for fellow first year teachers/heads of studies?	
<b>DOCUMENTATION, ILLUSTRATIONS</b> Have you got photos, sound, video (with participants' permission), text, models or other	

materials that may illustrate how you and your students have worked with this activity, please attach or link. Your activity will be disseminated in this format (copy-edited), at *Underviserportalen.ku.dk*

Thank you! Your work is important and will be of inspiration for other first-year teachers.

”A Better First Year at the University of Copenhagen”

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# FORM 1 EXAMPLE – HEAD OF STUDIES

## TEACHING DEVELOPMENT: "A BETTER FIRST YEAR AT the UNIVERSITY OF COPENHAGEN"

<b>GENERAL INFO: WHAT, WHO, HOW MANY?</b>	
Which kind of activity do you plan to develop?	Monitoring retention
Your name (and co-developers)?	X
1. Discipline: X 2. Course: 3. Class size:	
<b>MOTIVATION FOR YOUR TEACHING ACTIVITY</b>	
What motivates you for this particular teaching activity?	There has been a high drop-out rate in our discipline. Causes for drop-out may vary, but a talk with the head of studies may prevent unmotivated and gradual drop-outs.
<b>AIMS AND GOALS FOR YOUR TEACHING ACTIVITY</b>	
What do you aim for with this particular activity?	Diminish the drop-out rate, or at least help make drop-out a decision that is well thought over.
<b>BRIEFLY OUTLINE YOUR PLAN FOR YOUR FIRST-YEAR TEACHING DEVELOPMENT PROJECT</b>	
Could you briefly lay out how you will 1. plan 2. carry through 3. evaluate your teaching development activity.  What will you need from students, faculty, tutors, management to succeed?	All at-risk first year students are invited to a personal, individual meeting with the head of studies. Here we discuss whether dropping out is under consideration, and if any help is wanted (i.e. a mentor). As students yet do not know me (the head of studies) very well, the meeting has a formal and serious nature, and I will play on that. At-risk students are invited by letter, not by email, to signify formality, so they may feel obliged to come. At-risk and invited are students who <ol style="list-style-type: none"> <li>1) Failed a course in the first block</li> <li>2) Are not well integrated socially in their teams and study groups</li> <li>3) Did not sufficiently attend introduction week.</li> </ol>
<b>INTENDED OUTCOMES</b>	
By which measures will you evaluate how you achieved your aims and goals with this activity?	Monitoring at-risk students' actions after the meeting.
<b>NEEDS FOR KNOWLEDGE, SPARRING, SUPPORT?</b>	

Want sparring, support, know-how from teaching and learning consultant /e-learning unit?	I got the inspiration for this activity at the Efy-conference in Bergen, June 2015.
<b>DATE OF END OF FIRST RUN</b>	
By which date do you expect results from your first run?	November 2015